

13th Annual Governor's Diversity Day



TOOLKIT

Office of Diversity & Equality

Personnel Cabinet

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<http://personnel.ky.gov/diversity>

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NIKKI R. JACKSON
SECRETARY

March 23, 2010

Dear Principals,

I am pleased to announce the 13th Annual Governor's Diversity Day is scheduled for **May 6, 2010**. On this day, the Commonwealth of Kentucky strives to raise diversity awareness and cultural competency among Kentucky's students.

Conscientious of budget restraints across both state government and Kentucky's school systems, this year's Governor's Diversity Day is designed to help you promote diversity while keeping costs at a minimum. Continuing with the successful reformatting of the Governor's Diversity Day in 2009, we are asking you to take some time on **May 6** to foster discussion of this year's theme, "**Diversity is Everywhere**," within your institutions. Your participation in this program could take the form of an assembly, a forum, an in-class discussion or whatever design best suits your situation. The main goal of the Governor's Diversity Day is to get students thinking about and discussing the importance of diversity.

We recognize that for diversity education to be most effective, it has to be relevant to the students participating. Therefore, we encourage you to take advantage of the Governor's Diversity Day to address proactively any diversity concerns you may have at your schools. To assist with this endeavor, the Office of Diversity & Equality will provide your coordinator, via email, a Diversity Day Toolkit. This toolkit will provide resources to help plan your customized diversity day event. The toolkit will also be available online at www.personnel.ky.gov/diversityday.

In these months leading up to the Governor's Diversity Day, the Office of Diversity & Equality will again sponsor a video contest. The Governor's Diversity Day Video Project is a unique chance to foster dialogue on diversity among some of Kentucky's students. Today's technological climate has altered the way information is presented to the Commonwealth's younger generations. Video is the new effective medium for presenting information to a generation that is increasingly reliant on visual, as opposed to textual, expressions of ideas. The visual representation of ideas could significantly increase students' comprehension of diversity issues. The planning stages of producing a video will encourage detailed discussions of the meaning of diversity among participants

and advising faculty. A video project may also illicit participation from students who would have no interest in participating in a traditional essay contest.

Student(s) can submit a 3-5 minute video, in accordance with guidelines provided by the Office of Diversity & Equality (see attached), to be reviewed by a Governor's Diversity Day Video Project Selection Committee. Videos will be due to the Office of Diversity & Equality on **April 23**. A special Finalists Panel, composed of representatives from various state government agencies, will then judge the ten finalists. Governor Beshear will introduce the winning video in a recorded message to students on Diversity Day.

If you have any questions regarding the Governor's Diversity Day program or video project, or would like any future information to go directly to an appointed faculty/staff member, please contact the program's coordinator, Clinton Morris at (502) 564-8000 or Clinton.Morris@ky.gov.

We are confident that with your help we can make the 13th Annual Governor's Diversity Day a great success!

Thank you for your time. We look forward to working with you to educate our children on diversity and equality.

Sincerely,

Arthur B. Lucas, Jr.
Executive Director

Enclosure: Introduction: Why Does Diversity Matter?
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 Reporting Form
 Possible Format
 College Resources
 Electronic Resources
 Sample from the 2009 Governor's Diversity Day
 Multicultural Lesson Plans
 Governor's Diversity Day Video Project Guidelines
 Entry Form
 Affirmation of Eligibility
 Video Release Form

INTRODUCTION: WHY DOES DIVERSITY DAY MATTER?

The education of the Commonwealth's children serves three major objectives:

- 1.) To prepare students for citizenship
- 2.) To prepare students to enter the workforce
- 3.) To prepare students for success in higher education, business, public sector and the military

Diversity awareness and cultural competency are essential to successfully attaining these objectives. Kentucky's Personnel Cabinet, the human resource arm of state government, has a stake in the development of a future workforce appreciative of our diverse society. Educational and employment success in the Twenty-First Century will be dependant on a student's ability to couple knowledge and skills with a broad understanding of our nation's complex heritage.

VALUE OF DIVERSITY EDUCATION

Raising diversity awareness and cultural competency can prove advantageous in improving student productivity and relationships. The appreciation of one another's differences will promote psychological and social growth; break down cultural barriers; contribute to classroom, school and community harmony; eliminates prejudice; stop potential hate and peer violence; reduce bullying; enhance complex thinking and the development of values, ethics and character.

In short, an educational focus on diversity will:

- 1.) Enhance Learning
- 2.) Promote Long-term Educational and Occupational Gains
- 3.) Increase Social Interaction
- 4.) Improve Attitudes and Citizenship

In this toolkit, you will find suggestions for Diversity Day activities. Nevertheless, you are encouraged to develop a curriculum that addresses the diversity needs of your school or community. For any assistance in developing a plan for the 13^h Annual Governor's Diversity Day, please feel free to contact the program coordinator, Clinton Morris, at Clinton.Morris@ky.gov or (502) 564-8000.

This is a new approach to Diversity Day – so please share with us your successes. We will compile resources from across the state to expand this Diversity Day Toolkit for future use.

ORGANIZING YOUR CELEBRATION

We have no set formula for the development of a successful Governor's Diversity Day program within your school. This is a new approach to celebrating the Governor's Diversity Day, designed to be conscientious of budget restraints across state government and the Commonwealth's educational system. We encourage you to develop a program uniquely fitted for your school. Here are just a few suggestions on how to get started!

- 1.) Pick a Coordinator or Form a Committee
 - Ask individuals from a variety of backgrounds and disciplines to serve on your Diversity Day Committee (faculty, staff, students, etc)
- 2.) Identify the diversity awareness needs of your institution.
 - Have there been any problem areas recently?
 - Is there a segment of your student population being targeted for harassment or other challenges?
 - In general, are there any areas this committee feels students would benefit from some extra information/dialogue?
 - REMEMBER – diversity is more than just race. Diversity awareness can also include gender, class, sexual identity, national origin, religion, etc.
- 3.) Identify a medium for discussing diversity that would best suit your institution.
 - Forum
 - Teach-In
 - In Class Activities
 - Assembly
 - Creative Expression Contest (essay, video, posters, songs, etc)
 - Service Learning Project
- 4.) Review the resources provided in this toolkit to help you organize your event.
 - In this toolkit, you will find contact information from diversity staff at various colleges and universities throughout the Commonwealth, links to online resources for activities focused on diversity education, and a variety of multicultural lesson plans provided by the Kentucky Education Cabinet.
- 5.) Enjoy Diversity Day – **May 6, 2010!!!**
- 6.) Share with us!
 - We want to hear about your Diversity Day experience.
 - After Diversity Day, please complete the reporting form (found on the next page) and return to the Office of Diversity & Equality. Your feedback is very important to future development of this program!

**13^h Annual Governor's Diversity Day
REPORTING FORM**

School: _____

District: _____

Principal: _____

Diversity Day Coordinator/Chair: _____

Description of Diversity Day Activity(s):

Comments/Suggestions:

Email or fax this reporting form to:

Office of Diversity & Equality
(502) 564-0182 – Fax
Clinton.Morris@ky.gov

POSSIBLE FORMATS

1.) Forum

Hold a forum in your school to discuss the importance of diversity. You could invite a panel of community leaders and/or student leaders to discuss the value of diversity to your school and community. This would also be a great opportunity to allow students to express their thoughts and concerns around diversity. This forum could open a dialogue and expose a number of issues that need to be addressed within your institution.

Feel free to collaborate with local college students. These students may be interested in serving as panel members, workshop presenters, or discussion leaders.

2.) Teach-In/Classroom Activities

Encourage your middle and high school teachers to discuss the importance of diversity in their respective fields for the first ten minutes of each class period on Diversity Day. This would expose students to a variety of perspectives on diversity and provide a panoramic view of its importance to our society.

Elementary schools may wish for teachers to set aside time on Diversity Day to conduct a classroom activity focused on diversity.

There are several websites devoted to providing teachers with in-class diversity activities. The Kentucky Education Cabinet has recommended Thinkfintiy <<http://thinkfintiy.org>>. (More information on this and other sites is located in the Electronic Resources Section of this toolkit – Page 10.)

3.) Showcase Your Schools Video Contest Entries

Encourage students (individuals, classes, organizations) to participate in the Governor's Diversity Day Video Project. Set aside a time on Diversity Day to showcase your school's entries and allow classroom discussion of the "Importance of Diversity."

4.) Guest Speaker/Assembly

5.) Creative Expression Contest

Sponsor a contest to allow students to express their ideas on diversity. Your school's Diversity Day Committee can set the perimeters for the contest. Please feel free to share the winning essays, posters, etc. with us!

6.) Organize a Diversity Club

Invite several student leaders to form a Diversity Club at your school. This organization could be instrumental in the planning of your Diversity Day Celebration and/or work throughout the year to promote diversity awareness in your student population.

COLLEGE RESOURCES

Berea College

Tashia Bradley
Black Cultural Center
(859) 985-3797
tashia_bradley@berea.edu

Bellarmino University

Hannah Clayborne
Office of Multicultural Affairs
502-452-8070
hclayborne@bellarmine.edu

Centre College

Diversity Education
(859) 238-6223

Eastern Kentucky University

Sandra D. Moore
University Diversity Office
(859) 622-6587
sandra.moore@eku.edu

Georgetown College

Brian Evans
Office of Diversity
(502) 863-8040
Brian_Evans@georgetowncollege.edu

Morehead State University

Francene Botts-Butler, Director
Multicultural Student Services
f.botts@morehead-st.edu

Murray State University

S.G. Carthell, Director
Marvin D. Mills Multicultural Center
(270) 809-6836
sg.carthell@murraystate.edu

Transylvania University

Vince Bingham
Office of Multicultural Affairs
(859) 233-8610
vbingham@transy.edu

University of Kentucky

Rose M. Boulay
Office of Equity & Diversity
(859) 257-1229
rose.boulay@uky.edu

University of Louisville

Dr. Dewey M. Clayton
Coordinator of Diversity Programs
(502) 852-2252
d.clayton@louisville.edu

Western Kentucky University

Ricardo Nazario-Colon, Director
Office of Diversity Programs
(270) 745-5066
ricardo.nazariocolon@wku.edu

ELECTRONIC RESOURCES

- **Thinkfinity**
One of the most useful online tools for finding diversity related lesson plans. We suggest you start here in your search. To search for diversity lesson plans, interactives, etc., use the search tool in the right hand corner of the webpage. You can set perimeters for your search by grade level, type of resource, subject matter and source. This is a great resource for individual teachers to develop Diversity Day activities in the classroom.
 - <http://thinkfinity.org>
- **National Diversity Day Website**
 - <http://www.nationaldiversityday.com/WaystoCelebrateNationalDiversityDay.html>
- **National Education Association Diversity Resources**
 - <http://www.nea.org/home/12969.htm>
 - **Teaching Tolerance: A Project of the Southern Poverty Law Center**
 - <http://www.tolerance.org/teach/index.jsp>
 - <http://www.tolerance.org/teach/activities/index.jsp>
 - <http://www.tolerance.org/teach/activities/activity.jsp?ar=716>
- **Diversity Council: Diversity Activities**
 - <http://www.diversitycouncil.org/elActivities.shtml>
- **Teachable Moment: Morning Side Center for Teaching Social Responsibility**
 - <http://www.teachablemoment.org/elementary/respectingdifferences.html>
 - http://www.teachablemoment.org/elementary/two_on_diversity.html
- **Teacher Vision: Diversity Lesson Plans**
 - <http://www.teachervision.fen.com/diversity/teacher-resources/33631.html>
 - http://www.teachervision.fen.com/tv/printables/Untitled_0876288581_70_71.pdf
 - <http://www.teachervision.fen.com/diversity/printable/56542.html?detoured=1>
 - http://www.teachervision.fen.com/tv/tvsearch/site=TV&lowest_grade=106&highest_grade=112&type=printable&sort_on=rank&theme=diversity&max=250&fmt=adv&title=More%20Diversity%20Printables%2C%20Grades%206-12
 - <http://www.teachervision.fen.com/us-history/lesson-plan/5232.html?detoured=1>
- **Teacher's Net: Diversity in Families**
 - <http://teachers.net/lessonplans/posts/3676.html>
- **Interplay: Teaching Diversity in Elementary Schools**
 - <http://www.interplaytheatre.com/Diversity/teaching-diversity-in-elem.html>
- **Grand Blanc, Michigan, Diversity Day**
 - http://www.mlive.com/grandblanc/index.ssf/2008/11/diversity_day_teaches_lessons.html
- **Cherry Creek Diversity Conference**
 - <http://www.cherrycreekdiversity.org/2008/resources/ideas.html>

SOME SAMPLE ACTIVITIES FROM THE 2009 GOVERNOR'S DIVERSITY DAY

1.) Hopkinsville High School, Christian County

A Variety of Activities at HHS for Diversity Day

- Diversity Day Mentor Luncheon: all mentors and students will be served foods from different countries. They will be encouraged to discuss how our diversity makes us special and unique.
- HHS students to record "diversity spots" for play on a local radio station.
- Sculpture class students to create a sculpture/mobile which represents diversity of colors, sizes and ages.
- English class to create a PowerPoint presentation on the roots of discrimination through race, music and politics.
- One class is teaming up to "interview" each other and report on their relationship with their "culture buddy." This is a collaboration between the ESL teacher and a special education teacher.
- Classroom lessons on immigration dealing with leaving a country to flee repression and the challenges facing moving to a new country.
- Arts and Humanities lesson on the Tuskegee Airmen, the first black fighter pilot squadron.
- Another Arts and Humanities class is studying West African Folk Tale and students will have the opportunity to write their own fictitious folk tales.
- A guest lecture by an Assistant Principal on how our challenges make us diverse and unique.

2.) Paris Elementary School, Paris, Kentucky

Diversity Literatures: Every grade level homeroom will complete a literature based lesson that highlights an area of diversity.

- Kindergarten: *The Crayon Box That Talked*
- 1st Grade: *Stone Soup*
- 2nd Grade: *The Name Jar*
- 3rd Grade: *Pink and Say*
- 4th Grade: *Amazing Grace*
- 5th Grade: *The Sneetches*

Diversity Assembly

- At the conclusion of Diversity Day, there will be a school assembly in which the 4th grade classes will perform a play about diversity. Following the play, these students will lead a discussion about the play, including questions specifically designed for each grade level.

3.) South Christian Elementary, Christian County

Diversity & Creative Expression

- Students will be encouraged, on Diversity Day, to express how they are unique and special by drawing a self portrait, writing a short poem about themselves, or using other means of

self expression. These expressions may be posted in the room or shared during the author's share time.

4.) Union County Public Schools (Union County High, Union County Middle, Sturgis Elementary, Uniontown Elementary and Morganfield Elementary)

Diversity Video:

- Each public school participated in the creation of a Diversity Video. Though this video was not completed in time for the Diversity Day Video Project, it will be shown to all schools in Diversity Day. The video, a collaborative effort by Family Resource and Youth Service Center coordinators and media students, features clips from students (from all schools) explaining the importance of diversity. The Union County Schools Superintendent spoke on the video and there was music featured throughout.

5.) Christian County Career & Technical Campus, Christian County

"The World's People and Products on the Move"

- Students will watch a presentation then participate in a analytical discussion on the global workforce, movement of products, technical works and delivery methods and the significant changes over the past forty years.

6.) Southside Elementary, Versailles, Kentucky

Primary Level

- Primary teachers read to students *The Color of Us*, followed by a writing assignment. First graders will research "Dolls from Around the World" and second graders investigate their family histories (understanding that students represent families from all over the world, some having been here for hundreds of years and others only a few months). On Diversity Day each child will share what they have discovered and mark on a map where their family began its journey.

Intermediate Level

- Intermediate students will participate in a poster contest. Each will choose a "diversity slogan" and make a poster or collage to illustrate that slogan, or design a Diversity Day logo. Their design will include a description of their logo's meaning.

7.) Morgan Elementary in Paducah, Kentucky

Component One: Classroom Connection

- This is designed to give the classroom teachers some input in the formation of knowledge during this most important day. The regular classroom teachers will work individually or in their collaborative teams to introduce the concept of diversity to the students using grade level appropriate activities. These activities can be teacher created or one that correlates with the adopted social studies curriculum. (Social Studies Alive)

- An additional list of supplemental activities will be sent out the teachers to assist in the formation of an idea for the grade level.

Component Two: Cultural Expo

- With the assistance of the community and parent volunteers the students will matriculate through a museum of sorts that highlights the cuisine of various cultures.
- A display board will be used to give information about the cultures and to assist the volunteer curators with giving tours of the museum.
- A display dish will be prepared for each culture to highlight the various items that the cultures are responsible for contributing to the American way of life.

Component Three: Salad Bowl

- Each child will be asked to bring in an item from a list that could found in a salad.
- Each classroom teacher will discuss the items individually pointing out their “value” individually.
- The teacher will ask each student to bring their items up to the front of the class were there is a salad bowl. (Be mindful of allergies of students in your class)
- Each child will add their ingredient making a huge, and most delicious salad for the students to enjoy. (Be prepared to mix the salad and serve it when the dish is complete.)

Component Four: Open-Response

- Each grade level will complete an open-response writing that is grade appropriate using the school-wide four square process.
- Teachers are to grade the responses and the students with a rating of 4 will receive a prize.

MULTICULTURAL LESSON PLANS

Provided by the Kentucky Education Cabinet

and

EMI *Empowering Multicultural Initiatives...c/o EDCO Collaborative*

www.empoweringemi.org

NOTE: Not all of the following lesson plans are necessarily appropriate for the Governor's Diversity Day Celebration. The purpose of including this packet is to provide some general ideas around multicultural lesson plans in order to provide a starting point for your teachers in planning for Diversity Day. Feel free to peruse this list and incorporate any of the ideas you may find. In order to expedite the planning process, we have highlighted a few of the lesson plans we find most relevant to the Governor's Diversity Day. Please review the electronic resources provided on Page 10 of this toolkit for additional ideas and lesson plans more directly focused on diversity education.

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1 Basic Lesson Plan Format and Rationale

1.1 How Transformative Education Invites Students to Learn

<p>By introducing other perspectives you are:</p> <p>Affirming the experiences and histories of all your students.</p> <p>Encouraging student to be more active contributors</p> <p>Sending the message that all students are accepted. That they are safe and that their interests are cared about.</p> <p>Helping students to see themselves reflected in the curriculum</p> <p>Providing a forum that will actively engage students in their learning</p>	<p>By connecting lessons to students experiences students will:</p> <p>Feel listened to, cared about.</p> <p>By matching teaching styles to learning styles students know that their performance is important to the teacher and that their success matters to the teacher.</p> <p>Feel that the work they are given complements their ability</p> <p>That the work stretches them and encourages them to work hard, which will lead to success.</p> <p>By empowering students to work collectively they feel that their contributions are important to help the entire class to succeed</p> <p>Students feel connected to other students through mutual work on common goals.</p> <p>Students feel empowered to make choices that contribute to their success</p> <p>Students will learn to identify what quality looks like and will work towards it</p> <p>Students will feel accountable for their own growth and the growth of others</p>	<p>By discussing issues of justice and equity you are:</p> <p>Helping students see the significance in the work they are doing.</p> <p>Demonstrating how the work they are doing can make a difference in the world</p>
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1.2 Blank Lesson Plan

Objectives of Lesson:

Grade/subject:

MULTICULTURAL is about content	CULTURALLY RELEVANT is about process	ANTI-RACIST is about content and process
What is it you want students to know and care about?	How do you show students you care?	What actions do you want students to take?
Guiding Questions: How will events, situations and concepts from the perspectives of a range of cultural, ethnic and racial groups be included? How will you help students to understand how knowledge is constructed? How will critical thinking skills be incorporated? How can you encourage students to see the connections surrounding an event, how events led up to other events, and how past events influence the present?	Guiding Questions: How will the lesson reflect the experiences, cultures and perspectives of students? How will cultural frames of reference be used? How will this lesson include the teaching styles and methods that match the learning, cultural and motivational styles of the students? How will students feel validated and believe that you have high expectations for them all?	Guiding Questions: How will issues of injustice be included in curriculum? How will they be discussed? How will students be empowered by this lesson? What possible social action plans will evolve from this lesson?

To know, to care, to act

2 Lessons for Elementary School

2.1 Language Arts

2.1.1 *The Other Side* by Jacqueline Woodson

Objectives of Lesson

Students will make connections between the book and their own lives.

Students will learn about the importance of children's efforts to help end desegregation

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Before the Reading Students will be asked to think about their friends and what makes a good friendship. During the book introduction, students will be told that the book is realistic fiction and that realistic fiction allows readers to explore real problems and situations through a made up story. They will be given general overview of the plot and challenged to think about ways that the two girls overcame political situations and became friends During the Reading 1. Students will be stopped and asked to turn and talk at various segments about how they think both the white and black girls are feeling. 2. Children will recall a time they felt different or left out of something. After the Reading 1. Children will be asked to talk about why the friend says "Someday this fence will be knocked down." 2. Students will be asked to talk about a time they wanted to be with someone but they could not.</p>	<p>Before the Reading 1. Students will be asked to recall their stories and will share how they can connect to the two girls in this book. During the Reading 1. Ask students to predict both girls' feelings. What do they tell us about how she is feeling? Make a prediction about how the girls will interact with each other. After the Reading 1. Whole group discussions on what lessons were learned and how we can make sure that people who look different can still be friends.</p>	<p>Before the Reading 1. In small groups we will talk about times we could not be with someone we wanted to be and how we felt about those rules. During the Reading 1. Students will be asked to recall their stories and will share how they can connect to the two girls in this book. After the Reading 1. Children will act out and role play how they can include someone who is different from them. 2. Students will make a list of nice things they can do for their friends to make them feel special and included.</p>

Developed by Lisa Garsh

2.1.2 Beginning of a Journey; Grade 2

Objectives of Lesson:

Students will begin their life-long journey by building awareness and learn to value people that aren't the same as them.

Students will compare and contrast different cultures.

Students will develop critical thinking skills and learn to question things that they don't understand or agree with.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Have students write what they think culture means.</p> <p>Read: Bein' With You This Way by Nikola-Lisa</p> <p>List what they see as the same with the children in the story. List what they see as different.</p> <p>Discuss student experiences with people that are different from them.</p> <p>Read: Henry's First Moon Birthday by Lenore Look</p> <p>Compare/contrast the language used in the story.</p> <p>Compare/contrast holidays and celebrations that they have and the one in the story.</p> <p>Read: How My Parents Learned to Eat by Ina R. Friedman</p> <p>Compare/contrast ways of life, dress, food, utensils (Chinese and American)</p> <p>Whose culture is better?</p> <p>What happens when one person thinks that he/she is better than someone else?</p> <p>What happens when one culture thinks they are better than another culture?</p>	<p>Discuss things that are the same and different with two students. Compare hair, eyes, height, feet, clothes, etc. with students in class.</p> <p>Have the group do a Venn diagram and discuss their findings.</p> <p>Students will use information discussed as well as Venn Diagrams and charts to write about what makes them different? What makes them special? (What I look like, My family, Favorite activities, foods, places. What I want to be when I grow up.)</p> <p>Students will share their writing with the class and publish their work as a class picture book.</p> <p>Students will brainstorm a title for their book.</p> <p>Students will discuss:</p> <p>Is it right to treat people differently because they may not look the same?</p> <p>How would you feel?</p> <p>What makes people different?</p> <p>What makes people special</p>	<p>Bring in a fresh bowl of popcorn to class. Invite only the "blue eyed" children to a table to have some. Discuss how they feel about being the ones chosen to share the popcorn.</p> <p>Have another teacher/adult sit with the children that were left out. Have a discussion and make a chart of feelings and thoughts.</p> <p>Have the teacher with the left-out group (brown, hazel-eyed) give only that group some cookies.</p> <p>Have both teachers discuss with their groups the feelings that were expressed and make a chart.</p> <p>Share all food with entire class as you read over charts and discuss.</p> <p>Send a letter home explaining the activity and encouraging discussions.</p> <p>Follow up:</p> <p>The next time you see someone who looks, talks, or acts different than you, what will you do? How will you treat them?</p> <p>If you saw some children picking on another child that was in a wheelchair, or had a different skin color, etc. what would you do or say? How would you feel?</p> <p>What's going to happen to a world that treats people differently because they look, sound, or dress differently?</p>

Created by Ann Hamel- Bedford Schools

2.1.3 Dolls from Different Cultures

Second Grade - Language Arts and Social Studies

Objectives of lesson:

Students will compare dolls of different cultures.

Students will explore the history of doll making.

Students will discuss the stereotypes concerning doll play and doll choices.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will discuss: Why people create dolls? Who has made dolls throughout history? What materials are used to make dolls and why?</p> <p>In-school “field trip” to our Folk Art of the World Gallery. Students will handle gently and discuss use in play, collecting, and religion. *Coco Dolls~Mexico *Corn Husk Dolls~Venezuala, *Korean Wedding Dolls *Mud Dolls~Spain *Matryoshka Dolls~Russia *Textile Dolls~Bolivia</p> <p>There will be a classroom sharing of photos and pictures. *Daruma Dolls~Japan *Wooden Spoon Dolls~Yugoslavia *Sprattelgubbe/Jumping Jack~Sweden *Corn Husk Dolls~Native American</p> <p>Students will be asked to locate these nations on maps & globe. Students will Discuss how location effects the materials available in an area and how that influences the ways dolls are created.</p> <p>Students will read aloud “Babushka’s Doll” by Patricia Polacco and “Nettie-Jo’s Friends by Patricia C. McKissack. Students will reflect/write on the role of the doll in either of these stories in their reading response journals.</p>	<p>Students will share information on the kinds of dolls do they have at home? (Accept action figures, puppets, stuffed animals)</p> <p>Which are their favorites? Why?</p> <p>How, if at all, does family/ culture/ heritage affect their choices?</p> <p>How, if at all, does gender affect their choices?</p> <p>Generate a class chart listing the reasons why their dolls are special. Note that, while the dolls may be different, many of the reasons are similar.</p> <p>Arrange to have several parents or other visitors come in to share their personal doll collection.</p> <p>Using a variety of simple materials, have each child make his/her own doll. These may include: *Clothes-Peg Dolls *Pipe Cleaner Dolls *Spool Dolls *Yarn Dolls *Paper Dolls *Cloth/Rag Dolls</p>	<p>Students will discuss: Who plays with dolls?</p> <p>How do you choose a doll?</p> <p>What determines the value of a doll?</p> <p>How does the media (esp. TV) influence the choice of a doll?</p> <p>What are some of the stereotypes that you might see in dolls</p> <p>Read aloud “The Chalk Doll” by Charlotte Pomerantz and “William’s Doll” by Charlotte Zolotow. Discuss issues of class, race, and sex raised by these stories. How might the owner of a doll feel if his/her doll was made fun of?</p> <p>Respond to writing prompt in single paragraph form: Why is it important to respect the choices of others regarding dolls? Illustrate.</p> <p>Publish these paragraphs in one or more ways: school newsletter, classroom display, letter to toy company, etc.</p>

Developed by Terri Russell 2004

2.1.4 Teammates

Developed for use in a third grade classroom

Multicultural	Culturally Relevant	Anti-Racist
<ul style="list-style-type: none"> ▶ Define terminology relevant such as “Negro”, racist, slavery, anti-racist, discrimination, American League, Negro League, etc. B ▶ Review important events of the time period discussed in the story the B ▶ Discuss “proper” terminology such as “people of color” and why terminology is important. A 	<ul style="list-style-type: none"> ▶ Do the “lemon/lime” activity and discuss what the significance of the singled out lime is—“Has anyone ever experienced this?” ▶ Write in journals about times when students have been not included in something, teased, or singled out. Allow opportunity to voluntarily share and discuss. B ▶ Ask students to write about how their experience (as previously written in their journal) is similar and/or different from people of color may experience and why. Allow time for voluntary sharing. A ▶ Students will act out teacher devised scenarios then possibly create their own in response to incidents they have witnessed. A ▶ Interview a family member who may have experienced life during the Civil Rights movement to gain a different perspective. A 	<ul style="list-style-type: none"> ▶ Discuss who gained from discrimination and why? Is this O.K. or not? A ▶ Throughout all discussions, students will be engaged in asking questions, posing ideas, and reflecting on personal and future experiences. A ▶ Discuss how America has and has not changed in regards to treating people equally. In this conversation, discuss whether or not racism still exists today. Record student responses to discuss after the story. B,A ▶ Discuss how people of color may feel in regards to racism and discrimination during the time period of the story now. Include discussion of cause and effect of “historic events” as mentioned in the story. D,A ▶ Have students draw a model of what equality should look like remembering the lemon/lime model. A ▶ Students will draw a picture illustrating ways he/she can prevent racism/discrimination and then write a description below explaining why. A

KEY: B = Before reading instruction
D = During reading/lesson instruction
A = After reading/instruction

Developed by Christy Mae Carrara

2.1.5 Stone Soup

Objectives of Lesson:

Community building

Sharing with others

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Read the book Stone Soup</p> <p>Rewrite the book using a different culture</p> <p>Discuss the types of clothing worn, games played, and music listened to in other cultures</p> <p>Bring in or make foods from different cultures</p> <p>Explore cookbooks from different cultures.</p> <p>What similarities do you notice in some of the different foods?</p> <p>What differences do you notice?</p> <p>Read stories from other cultures about sharing and community building</p>	<p>Send home a questionnaire asking what foods are popular in the culture of the students' families.</p> <p>Interview a friend or relative about what they would share that is special about their culture.</p> <p>Ask people from other cultures to come in to class and retell the story from their cultural point of view</p> <p>Write a letter asking someone from a different culture to join your celebration and explain to him or her what he or she should expect.</p> <p>Write a class story including foods from all the different cultures in the class.</p> <p>Share a time where they (the students) were an outsider to a particular event and how they were welcomed (or not welcomed).</p> <p>Discuss how they would welcome someone new to their world (i.e., classroom, neighborhood etc)</p>	<p>Ask students how they would feel if no one helped them make soup.</p> <p>Compare/contrast points of view of the two groups (soldiers and villagers)</p> <p>Discuss how outsiders or strangers are welcomed into a village or community who are from the same or different culture.</p> <p>Have students experience being part of a dinner or celebration from a different culture for example, have half the students pretend to be from one culture and the other half would be from a different culture. What would happen when the two different groups are brought together?</p> <p>What happened in history when different groups were brought together and why? Discuss how people can be different without one being better or less than the other</p>

Developed by Michelle Theodore, Colleen Ferrarini & Holly Master 2002

2.1.6 Reading Workshop: Making Predictions

The Name Jar by Yangsook Choi

Objectives of Lesson:

Students will make predictions about text.

Students will discuss the thinking behind their predictions.

Students will learn to confirm or contradict their predictions as they read on.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The story The Name Jar has a universal theme of acceptance that will resonate with all first graders. It also showcases the experience of a Korean immigrant to the United States.</p> <p>By utilizing a book such as The Name Jar by Yangsook Choi, students will be introduced to the perspective of a student beginning school in the United States after moving here from Korea.</p> <p>As we discuss the events of the story and students make predictions, students will begin to understand how Unhei feels as she begins a new school and some of the children she meets tease her about her Korean name. They will also notice that Unhei's new classmates learn about her and make her feel welcome.</p> <p>Students will be encouraged to not only make predictions about the story, but also check the predictions to see if they can be confirmed or contradicted through the text.</p> <p>Throughout the story, students see how the events of the story build upon one another to culminate in a resolution of the problem. They will see that by asking Unhei about her name and finding out what it means in English, Joey is helping her to feel proud of her name, and want to keep it.</p>	<p>Students will share stories about their names. This could include:</p> <ul style="list-style-type: none">Where they came fromIf they have been mispronouncedWhat nicknames they have and how they got themHow they feel about their name <p>Students who have come from another country will be able to see their experiences mirrored in the print, and students who have not had this experience will be able to see things from another perspective.</p> <p>By utilizing a variety of methods, including auditory, verbal and visual components, students of all learning styles will be able to participate in the lesson. It will be clear to all students what my expectations are for their participation in the lesson, and through the gradual release of responsibility as they utilize this comprehension strategy- making predictions and checking them- in their independent reading.</p>	<p>As we begin to read this book and pronounce the names of the author and characters we will discuss how sometimes people make fun of names that sound different by laughing. We will talk about how it feels when someone laughs when your name is said. We will talk about what we can do to stand up for people when someone makes fun of who they are.</p> <p>Students who make connections between their experiences and Unhei's will feel empowered to stand up for themselves. Other students who see Joey's role as an ally for Unhei will see how they have opportunities to be allies to their classmates.</p> <p>After reading this book together we will come up with a plan for how we can be allies when we see someone teasing another person- just as Unhei's classmates and especially Joey were for her.</p>

Developed by Angie Morrison

2.1.7 Amazing Grace by Mary Hoffman

Objectives of Lesson:

Students will make connections between the book and their own lives.

Students will explore gender and racial stereotypes.

Students will learn about the importance of goal setting and effective effort.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Before the Reading</p> <p>1. Students will be asked to think of their favorite story and to focus on which character they would like to be and why</p> <p>During the Reading</p> <p>1. Students will be asked to think about Grace's favorite stories and what her choice of roles to act out tells us about her (page 12)</p> <p>3. Before reading pages 13-14, cover the text and ask students what they notice from the illustration.</p> <p>After the Reading</p> <p>3. Unpack the language of the title. In small groups have students use a dictionary and thesaurus to look up words "grace" and "amazing". As a whole class brainstorm a list of how Grace is amazing.</p> <p>Introduce the anthem "Amazing Grace" and explain historical context.</p>	<p>Before the Reading</p> <p>3. During the book introduction, students will be told that the book is realistic fiction and that realistic fiction allows readers to explore real problems and situations through a made up story. They will be given general overview of the plot and challenged to think about ways that Grace is amazing.</p> <p>During the Reading</p> <p>5. After reading pages 3-4 ask the students to consider Grace's expressions and actions. What do they tell us about how she is feeling? Make a prediction about how she will respond.</p> <p>After the Reading</p> <p>1. Ask: What lessons does Grace learn from her grandmother? How does the evidence grandmother provides support the lesson?</p> <p>Ask: What does it mean to "put your mind to something?" How does Grace "put her mind to" becoming PP?</p> <p>Discuss areas of the students' own lives in which "putting their minds to it" can help them be successful.</p> <p>Have students write an "amazing" Poem about their own abilities.</p>	<p>Before the Reading</p> <p>2. In small groups students will be asked to act out a scene featuring their chosen character. Each group will then generate a list of criteria for good acting. These qualities will be compiled as a whole class. The goal of this exercise is to notice that good acting is about what you do, not how you look.</p> <p>During the Reading</p> <p>2. Students will be asked if according to the criteria for good acting they developed, whether Grace is a good actress. (Page 12)</p> <p>4. Ask students who they would pick for the different roles in PP. Why?</p> <p>After the Reading</p> <p>2. Discuss how racial and gender stereotypes initially influence Raj and Natalie's thinking.</p> <p>Ask: Did R and N Change? Why? (Link to student generated criteria) What did they learn?</p> <p>Ask: What advice do you have for Raj and Natalie?</p>

Developed by Kim Swain

2.1.8 Perspectives and Stereotypes - 4th grade lesson Using Familiar Fairy Tales

Objectives of Lesson

To help students understand stereotypes and the important aspect of point of view and how you must examine all perspectives

Students will learn that the representations made in books are not always accurate

Student will see that reality is constructed

Students will begin to develop critical thinking skills and realize they must question things

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will read Scieska's book</p> <p>Students' will answer:</p> <p>Whose story is correct, the pig's or the wolf's.</p> <p>Why do you think so?</p> <p>This story is told from the wolf's perspective.</p> <p>Are there other perspectives that could be told?</p> <p>How do these characters differ from the book</p> <p>The Three Little Pigs?</p> <p>What are some stereotypes for wolves in fairy tales?</p> <p>How do other cultures view wolves? (i.e. Native Americans)</p> <p>What animals are stereotyped as bad and which ones are labeled as good? Look at animals in Little Red Riding Hood, Snow White, Jack and the Beanstalk, etc.</p> <p>What are their qualities</p> <p>Do we do the same type of stereotyping with people? What about perspective? Whose perspective is left out?</p> <p>Why are most fairy tales we are familiar with from a white perspective?</p> <p>What do the authors want us to think about?</p> <p>What is their motive?</p> <p>Are there other perspectives we could include?</p> <p>Students will be asked to bring fairy tales from other cultures in to examine their perspective</p> <p>Resources:</p> <p>Books- The True Story of the Three Little Pigs, by Jon Scieska</p> <p>The Three Little Pigs</p> <p>Library</p>	<p>Think about the fairy tales and stories you remember from when you were a child. What stereotypes do you now notice?</p> <p>Using the example of two students who go to the teacher with a problem. Who is right and who is wrong? Would it be fair to only validate one perspective? Why should we validate only one perspective in what we read?</p>	<p>Class will be divided into groups where each will come up with a fairy tale that has traditional stereotypes. (Examples: Cinderella, Little Red Riding Hood, Snow White, Jack and the Beanstalk.)</p> <p>The next task is for each class to change the story, by changing the stereotypes and incorporating multicultural characters instead of all white characters</p> <p>Each group will act out their new story. Observers will have a chance to comment on changes after the performance.</p> <p>The newly written books can be shared with younger grades and copies given to the library</p>

Developed by Lisa R. Vancans

2.1.9 Comparing Tales of Cinderella

Objectives of Lesson

Learn the elements of a folktale

To introduce students to different perspectives

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will select to read at least two different Cinderella stories from around the world</p> <p>Students discuss and write a story about the culture each story is from</p> <p>The written assignment should include: What values can be determined from the folktale (clothes, food, housing, jobs, gender roles, family structures, etc.)</p> <p>Students will compare the different cultures and think about: Was one “better” than another? Why would they think so? Define “better”</p> <p>Students will research the geography and events influencing the different cultural groups What historical events might have happened that helped the different values develop?</p> <p>Resources: The Rough Face Girl, Rafe Martin Yeh-Shen: A Chinese Cinderella Story, Ai-Ling Louie The Egyptian Cinderella Story, Shirley Climo The Golden Sandal: A Middle Eastern Cinderella Story, Rebecca Hickox Mufaros Beautiful Daughter: An African tale, John Steptoe The Korean Cinderella Story, Shirley Climo The Way Meat Loves Salt, A Cinderella story from the Jewish Tradition, Nina Jaffe Sootface, An Onjibwa folktale, Robert D San Souci</p>	<p>Students will share their favorite “Cinderella” type stories they may be familiar with</p> <p>Students will try and find a Cinderella story from another culture</p> <p>Students will write their own Cinderella story using values from their own family and culture</p> <p>Students will make models of some story elements using their own culture (i.e. draw or make dolls representing the characters in the story wearing clothing from their culture; setting-housing appropriate to their culture</p> <p>Students will discuss: How stories are passed down How story elements help people remember the stories so they can pass them on What stories are passed down in their family</p>	<p>Students will discuss issues of gender roles and stereotypes perpetuated in different folktales</p> <p>Students will look at who is advantaged in the stories? Who is disadvantaged? How is the imbalance maintained? How is it disrupted? How would the story change if some people were not kept at a disadvantage? Who is an ally to the disadvantaged person or group? What actions do they take</p> <p>Students will discuss: Why cultures pass on stories How learning stories/lessons from the past help empower a group</p> <p>Students will use their understanding to write a story that uses the elements of a folktale to empower a group when it is told or read</p>

2.1.10 Angel Child, Dragon Child

By Michele Maria Surat

Objectives of Lesson

Students will make connections between the events in a book and their own lives

Students will learn how to be an ally for a student being discriminated against

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>During the introduction students will be told they will learn about an immigrant's experience in school through a fictional story. Students will be given a brief explanation on Vietnamese immigration and Vietnam-U.S. relations.</p> <p>Questions: How are immigrants treated in the U.S.?</p> <p>Where is Vietnam? What is the culture of Vietnam?</p> <p>During the Reading How is Ut feeling? How are you feeling?</p> <p>After Reading How was Ut treated as an immigrant in a new school? Why might she have been treated this way?</p> <p>The afterword will be read to the students to further their understanding of Vietnam.</p>	<p>Students will be asked to write about a time they were in the situation of being new whether at school, camp, or somewhere else. How did they feel? How were they treated?</p> <p>Students and teachers will have the opportunity to share in pairs and then with the larger group.</p> <p>How did they feel about being new? How were they treated? How does their experience compare with Ut's?</p> <p>What did people do to make them feel comfortable/uncomfortable?</p> <p>What parts of her culture was Ut able to retain at her new school? What did she need to learn to "fit in"?</p> <p>Have you changed to "fit in" at school? Do you have a "family" name like Ut?</p>	<p>Students will be encouraged to think about and discuss how Ut was treated and how Raymond transformed into an ally. Students will be asked to consider how they can be an ally.</p> <p>Why did the students make fun of Ut?</p> <p>How and why did Raymond's feelings about Ut change?</p> <p>Have you heard people make comments about people from other countries or people who are different from us in other ways?</p> <p>What could we do/say when we hear those comments?</p> <p>How did Raymond end up helping Ut? Who else could have helped?</p> <p>What are ways we could make people new to our school feel accepted and comfortable?</p>

Developed by Leila Joseffer

2.1.11 Perseverance Literature Unit

The books in this collection feature characters/real people who overcome obstacles and rise above adversity through the power of their own perseverance. Through this unit and individual lessons students are exposed to people from multicultural backgrounds and also have opportunities to learn more about the history of the injustices they may have faced. At the same time they will have opportunities to develop language art skills. Learning the various story elements and developing a sense of story structure through a diverse range of children's literature appropriate to their grade level will be an essential underlying component to this learning experience. Children will have the opportunities to make personal connections to each story read. They'll learn techniques to interact with the text and ask questions pertinent to the story/or situation being shared. They'll look closely at the characters and the situations. Children will also be inspired to practice perseverance with these delightful tales and true stories

Listed below are some of the books, which can be used while teaching this unit on Perseverance. When selecting materials try to represent characters from various cultural backgrounds not just from one particular group of individuals. Also...Articles, magazine stories and personal stories can be included. Children can bring in stories or books read at home that share a character or person who had to persevere.

Nonfiction:

The Story of Ruby Bridges	Written by Robert Coles. Illustrated by George Ford
Martin Luther King Day	Written by Linda Lowery. Illustrated by Hetty Mitchell
Snowflake Bentley	Written by Jacqueline Briggs Martin. Illustrated by Mary Azarian
A Picture Book of Helen Keller	Written by David A. Adler. Illustrated by John and Alexandra Wallner
Wilma Unlimited	Written by Kathleen Krull. Illustrated by David Diaz
The Value of Courage	The Story of Jackie Robinson Written by Spencer Johnson MD.

Fiction:

Amazing Grace	Written by Mary Hoffman. Illustrated by Caroline Binch
Uncle Jed's Barbershop	Written by Margaret King Mitchell. Illustrated by James Ransome
Cyrus the Unsinkable Sea Serpent	Written by Bill Peet
Brave Irene	Written by William Steig
More Than Anything Else	Written by Marie Bradby. Illustrated by Chris K. Soentpiet
Mole Music	Written by David McPhail

Objectives of Lesson:

On a daily basis, children and adults face situations where they may need to persevere in order to reach a certain goal. As a teacher I will model how to acknowledge social and learning situations where people have persevered. Children will hopefully begin to realize situations where others persevere and they will be able to acknowledge their successes despite the obstacles they've moved through.

Children will learn the many differences and similarities among us and become more comfortable in celebrating the colorful flavor of all of our differences...learning, physical, racial, and ethnic, etc.

Students will also learn how to be allies for each other and help face and remove some obstacles.

Children will learn the importance of not judging a person by their skin color but by the content of their character.

Children will learn that all human beings should have equal rights and that unfortunately this is not always the case.

Students will be empowered to make a difference when they see an injustice occurring because someone may not be like them.

They will also become comfortable expressing beliefs even though not everyone will always agree.

They'll learn to be true to their beliefs and not be influenced by others.

Perseverance Literature Unit
The Story of Ruby Bridges
2nd grade Class

Written by Robert Coles. Illustrated by George Ford

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The story of Ruby Bridges is an appropriate avenue to share how Blacks were treated unfairly in a variety of situations; more specifically they were denied quality and equity in education due to their race.</p> <p>“As a first child to attend an all-white elementary school, Ruby shows us all how brave and forgiving a six-year old child can be.”</p> <p>Who do you think benefited from Ruby’s perseverance?</p> <p>“She led us away from hate, and she led us nearer to knowing each other, the white folks and the black folks.” Ruby’s Mother</p> <p>No matter what other may believe they can learn to encourage others to persevere toward a goal until it is finished, despite obstacles or discouragements. When individuals believe in something with every thread of their being they must have the resolve to persevere because one person can help make a significant difference.</p> <p>Children will learn how important their voice and perspective is and that they can be leaders like Ruby.</p> <p>Their knowledge will help them realize the change they can help make.</p> <p>Continue to compare characters in stories and the reasons they persevered.</p> <p>Why do you think those particular characters/people were able to move through the obstacles they faced</p> <p>Who were the people that helped them? What did they do?</p>	<p>Importance of believing in yourself and pursuing your dream. Help students realize why Ruby’s dream was important to her. Share what dreams the students may have Ask if students have ever felt they were treated unfairly and why they think that happened. What did they do to persevere? What would they have liked other people to have done to help them? Help students realize that people who recognize perseverance in others are more likely to reach their own goals and dreams.</p> <p>Together and independently children fill out a Story Element Chart comparing characters and people who persevered. Here are some responses from a 2nd grade class after reading Ruby Bridges</p> <p>Person: “Ruby Bridges is a brave young black girl who still went to an all white school even though there was an angry mob that didn’t want her to go to school.” Obstacle: “Ruby went to a school and some people thought she shouldn’t go to that school because of her skin color. When she tried to enter her school each day people were protesting and getting in her way. How Ruby Persevered: “Ruby never gave up trying to get through the mob in front of the school in the morning. She wanted to learn even though there were no other kids coming to school. She prayed for the people who were mean. She never gave up.” Lesson Learned: White and Black people should go to the same schools and jobs. It doesn’t matter the color of your skin.”</p>	<p>Ruby lived in New Orleans. Have a discussion about segregation in the south. Discuss Black History and the rights that were denied to Blacks, specifically that Black children were not able to receive the same education as the white children...It was the nation’s law.</p> <p>Discuss the difficulties Ruby had in entering her school. Discuss the obstacles getting in her way. Talk about the setbacks Ruby faced. Share what they learned about Ruby from her actions.</p> <p>If you were Ruby and you faced a situation similar to hers how might you have handled it?</p> <p>Even though Ruby’s teacher Miss Hurley was white she continued to teach Ruby. Why do you think Miss Hurley continued to teach Ruby when many of the white people in the neighborhood would not send their children to school because of Ruby?</p> <p>How was Miss Hurley an ally to Ruby? Do you think all of the children really didn’t want to go to school with Ruby? What got in their way?</p> <p>If you were a child in Ruby’s grade how would you have felt about the situation? What do you think you would have said and done?</p> <p>What could you do if someone was being treated unfairly because of his/her skin color and/or other differences?</p> <p>Are our schools the same as the schools were when Ruby was your age?</p>

Developed by Pamela A. Marazzo 2002

2.1.12 Authors and Literature from Diverse Cultures

Objectives of Lesson

To introduce students to new perspectives

To help students understand and appreciate a diversity of views

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Discuss place(s) author(s) came from.</p> <p>The cultures studied should begin with the cultures that are represented in the class and then move on to other cultures</p> <p>Provide preliminary information (with the intent that in the future students will research and gather more information about the authors and illustrators).</p> <p>Questions for students to consider:</p> <p>What/who were the author's influences?</p> <p>What are the authors' contributions to the world of literature?</p> <p>How did the author(s) influence other authors or other styles/types of literature?</p> <p>What is the message or meaning of the story?</p> <p>Define and learn key terms in the native language of the author</p> <p>Discuss the culture of the country/people that the author comes from.</p> <p>What new information did you learn about this culture through the reading of this book?</p>	<p>Ask students to share a book that is special or significant to them that they read or have read at home. Create a class list of special books.</p> <p>Read a story in the language in which the book or story was written, if possible, have a member of the community who is a native speaker of that language read to the class.</p> <p>Discuss meaning in language that can be understood by class. Use picture books so students can follow the movement of the story. (It would be great if a student in the class who can speak and read another language could read this to his/her class).</p> <p>Have students in the class research authors from different racial/cultural backgrounds. Students will be encouraged to select an author from their ethnic origin.</p> <p>Student's research should include information about their author's culture, influences, contributions and any obstacles author had to overcome.</p>	<p>Discuss whether literatures from the different culture are readily available.</p> <p>Discuss whether literature from a culture was suppressed or destroyed (i.e. much native American literature was eliminated by those in power)</p> <p>Discuss what types of literature/books are predominant in the United States, specifically in schools.</p> <p>Consider:</p> <p>Who are the authors?</p> <p>Are they people of color?</p> <p>If there are stories of people of color, how are they depicted? Is it accurate?</p> <p>Who are the heroes in these stories?</p> <p>How easy or difficult is it to obtain books in languages other than English?</p> <p>What can we do (students and educators) to make such literature more available and know to students and the general population?</p> <p>Think about why it is vital to learn about the important contributions of African, Asian, South American and Native American author?</p>

Developed by Kelly Diette

2.1.13 Primary Grade Authors and Illustrators of Color

Objectives of Lesson:

To introduce students to the diversity of authors and artists who make books for children.

To inspire an appreciation for the range of perspectives in children's literature.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Share stories by authors and illustrators of color.</p> <p>Share information about the backgrounds of these authors and illustrators: where they grew up, who influenced them, what they like about making children's books.</p> <p>Be sure to reflect the cultures in the school through the choices of authors and illustrators. Expand from there.</p> <p>Does the author use language or a writing style that comes from her own tradition? How does this affect the storytelling?</p> <p>Does the artist use a style or technique that comes out of her own tradition? How does this help to tell the story?</p> <p>What subjects does the author/illustrator choose to make books about? Why do you think they chose what they did?</p>	<p>Who writes and illustrates books for children?</p> <p>What authors and illustrators do you especially like?</p> <p>What are their stories about?</p> <p>Why do you like their books so much?</p> <p>What stories do you know about people of color?</p> <p>What authors and illustrators do you know who are African, Asian, Native American, Hispanic?</p> <p>Compare a book by an author or illustrator of color with children's own experience. How are they alike and different?</p> <p>Compare a traditional folktale with a variation produced by and author/illustrator of color.</p>	<p>Did the author or illustrator have to overcome obstacles in his or her life? What were they?</p> <p>Why is it important to know about authors and illustrators from different cultures?</p> <p>What point of view would we not know about without this author's book?</p> <p>For biographies: How did the person this book is about help people of color to be treated more fairly?</p>

Developed by Jan Solow, Bedford, 2002

2.1.14 Examining Stereotypes Using the book *Monster*, by Walter Dean Myers.

Objectives of Lesson:

To examine stereotypes and how they have affected the actions and decisions of the main character in the book

Developed by Sara Moore

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will brainstorm what stereotypes mean and what they are. What do stereotypes suggest? Are they true?</p> <p>Students will read chapters where the main character convinces himself that he was guilty of a crime he didn't commit because he was a black male living in NYC.</p> <p>Students will examine possible reasons why the main character had these feelings. Why did he give up and not want to prove himself innocent?</p> <p>Students will discuss issues of race and what it means to be in the minority. What does it feel like to be in a situation where you either feel or look different?</p> <p>Students will explore various cases where stereotypes existed (this will be done through readings that the teacher will provide). What was the stereotype? How did they feel? How has a stereotype affected everyone involved in the story?</p>	<p>Students will examine and share their own personal experiences and stories with stereotypes.</p> <p>Students will share their thoughts and ideas with a small group. (discuss cases from readings and new thoughts about what a stereotype is).</p> <p>Students will interview their family/friends for their culture and traditions. The purpose is to show that students celebrate and do things differently among their own family.</p> <p>Students will artistically create either a sculpture or a portrait of themselves highlighting features that they want to highlight. Students will then share this with class. Students will also mention the features that they did not highlight to a partner.</p> <p>Students will write a journal entry / paper explaining what they themselves want people to notice and what they want to keep hidden.</p> <p>Students will share their personal experiences of oppression and empowerment within small groups and then with a larger group.</p>	<p>Students will discuss why some people feel oppressed and why other feel advantaged.</p> <p>Students will discuss how stereotypes hurt us all.</p> <p>Students will talk about where stereotypes may have originated. (History)</p> <p>Students will research for reasons why history plays a factor in stereotypes.</p> <p>Students will brainstorm how they can help eliminate/minimize stereotypes in their lives.</p>

2.1.15 Poetry Unit- 5th grade

Objective of Lessons:

To become aware of cultural voices and situations of injustice by reading and interpreting multi-cultural poetry.

This lesson is designed to be taught over several days

Initial Poetry Lesson

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Distribute and read the poem “For My People” by Alice Walker</p> <p>Ask the following questions: What community did this writer talk about? Do they have a sense of why heritage is important to the poet? What images does the author use to describe her heritage?</p> <p>As part of the grade 5 Poetry Unit, the teacher will gather poetry books from the school library that include authors and poetry from a range of cultural, ethnic and racial groups.(i.e. “My Song Is Beautiful” by Mary Ann Hoberman, “This Block” by Langston Hughes)</p> <p>Students are to read poems that speak to a cultural heritage and respond to the above questions in a journal entry. In a group situation the group is given a poem from one of the books to read and the recorder in the group write reflections to the above questions on chart paper. The group reflections are shared and posted around the classroom</p>	<p>Begin by brainstorming the meaning of communities.</p> <p>Ask students to list all the communities they belong to in their notebooks. Ask someone to orally share this list and put it on the board or overhead.</p> <p>Model this with your own diverse memberships.</p> <p>Draw the conclusion that we share similar communities yet unique and different ones as well.</p> <p>Ask students to choose one of the communities they listed and list some ideas about it.</p> <p>This can be done as through poetry writing project, collage with illustrations or journal entry.</p> <p>The teacher should first model this with their own diverse community.</p> <p>.Students can share their responses</p> <p>Distribute a template of an “I Am” poem. Instruct children to fill in the template.</p> <p>After revising and editing, the children can copy onto poster board and decorate it using designs etc.</p> <p>Children can share their poetry and invite parents in to an Author’s Party as well.</p>	<p>Students will discuss the differences between some communities and discuss if some are valued more than others and why that might be.</p>

Follow-up Poetry lesson

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>In this subsequent lesson students will brainstorm the meaning of having a “voice”. Ask the question; Can our voices be judged unfairly or even squelched? How? Distribute copies of the poem pg. 108; Rethinking our Classroom Teacher read aloud with expression. Ask students to re-read the poem and underline words, lines, or phrases that show his voice or make an impression on the reader (like the sound, relate to a line etc.)</p>	<p>Tell students they are going to create a group oral poem with the words, lines and phrases they have selected. Each student can then say his/her addition to the oral poem when there is a pause while the teacher records on the overhead. (Here the teacher could include some devices of poetry that have been studied such as repetition of a word/line, echoing). Encourage students to call out lines or words to form the new poem. Ask for 8-10 volunteers to come in front of the room as an example. As the students rewrite and reread the original poem they will come to a new and deeper understanding. You can even play the recording “Swing Low, Sweet Chariot” as a background.</p>	<p>As a follow-up to reading the poem “Rayford’s Song “by Lawson Inada have students draw conclusions from the activity. Ask the following questions before sharing responses: Was his voice heard? Who made the decisions in this situation? Who followed the orders? Who “speaks” and who is silent? What caused the conflict and how was it solved? What role was this person of color given? Why do you think this situation contained the bias? Who benefited and who suffered from the values this event promoted? How could the bias have been eliminated in this event so that all people involved would have felt heard and empowered? Work in groups of 3, record responses and share as a class. Ask students to think of ways their voice might not have been heard and what they needed from others to help them have their voice heard. What can they do to help others have their voices heard?</p>

Both lessons developed by Sharon Hehn 2004

2.1.16 Literature Circle Unit - Grade 5

Objectives of Lesson: Using literature circle discussions and character studies, students will develop an awareness of racism and prejudices in our society.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will be grouped (4-5 per group) according to the books they select from the following list:</p> <p>Roll of Thunder, Hear My Cry; The Friendship & The Gold Cadillac Amos Fortune Rosa Parks: My Story In the Year of the Boar and Jackie Robinson Felita Esperanza Rising</p> <p>Students will be asked to identify racial and cultural diversity in their school.</p> <p>Students will define: Diversity Racism Prejudice Stereotype</p>	<p>Before reading, students will be asked to predict or surmise whether a person's skin color makes a difference in how they act, or how they are treated.</p> <p>Before reading their books, students will share and record what they know about cultural and racial diversity, generally in America, and more specifically in their community.</p> <p>Students will compare and contrast their own experiences to those of the main characters in their books.</p> <p>Students will prepare for and discuss their readings by utilizing rotating roles of:</p> <ul style="list-style-type: none"> - Discussion Director - Passage Picker - Word Wizard - Creative Connector - Artful Artist <p>During assigned reading times, students may read independently or with a buddy.</p>	<p>Students will identify how the main character's race or ethnicity affected:</p> <p>(1) how he/she felt about himself/herself; and</p> <p>(2) how he/she was treated by others.</p> <p>Students will write an essay on:</p> <p>How might they reduce or eliminate prejudice in our world?</p> <p>or</p> <p>What obstacles did the main character have to overcome because of race?</p> <p>or</p> <p>Can they identify with the main character in any way? Why or why not?</p>

Developed by Mark Owen Wayland Schools

2.2 Social Studies

2.2.1 This Land is My Land...This Land is Your Land...or is it? (grade 5)

Objectives of Lesson:

To help students develop a full understanding, from multicultural perspectives, what occurred when European settlers explored and settled the United States and how this affected the history and culture of native American tribes

Time: Unit – possibly a month or longer

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will discuss the following:</p> <p>Why did the European settlers come over?</p> <p>Who was already living on the land? How were they affected by the European settlers?</p> <p>Research and discuss the interactions between various Native American tribes and European settlers.</p> <p>Choose one tribe and develop a timeline that describes what happened to the tribe when the land was taken over by the Europeans.</p> <p>How does what happened in the past impact what is going on in this country today?</p> <p>Make a T-chart of the different perspectives European settlers and Native Americans had about nature/land and its importance to each group.</p>	<p>Students can choose from the following activities:</p> <p>Interview a Native American family member, friend or neighbor.</p> <p>Write 4-5 fictional journal entries as a Native American boy or girl living at the time when the European settlers came over.</p> <p>Read a book written from the Native American perspective that describes what happened when the European settlers came over.</p> <p>Think about how you would feel if people came over from another country and began taking over the land you lived on.</p> <p>Find something that you currently use in your daily life that was contributed to our culture by Native Americans</p> <p>Think of something that you loved or cherished and think what it would be like if someone took that away from you and told you that you could never see it again.</p> <p>Think about how you would feel if you were separated from your family and could never see them again.</p> <p>Watch a video about a particular tribe and describe what you learned about their experience from their point of view.</p>	<p>In the years of European settlement, who do you think benefited and who was disadvantaged?</p> <p>How does our government currently treat Native Americans?</p> <p>Do you think this treatment of Native Americans is fair? Why or why not?</p> <p>Find current articles in the newspaper or on the Internet about Native Americans.</p> <p>If you lived in America during the time of the European settlement what could you have done to change what happened?</p> <p>Can you think of any other groups in society who were treated unfairly because they are different?</p> <p>What actions can you take today to change what is happening to these groups?</p>

Created by John Loeser and Brenda Souza Belmont Middle School

2.2.2 Generic Lesson Plan on Explorers

Objectives of Lesson

To help students understand how knowledge is constructed

To encourage students to keep their minds open to all viewpoints of history

Lesson Plan developed by EMI class 2002

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Define the terms.</p> <p>What does the term explorer mean?</p> <p>What parts of the world did explorers come from?</p> <p>Why explore?</p> <p>What was their motivation? What were they looking for?</p> <p>Why did they explore?</p> <p>Why did they (explorers, sailors, crew) leave home?</p> <p>Did they become explorers by choice?</p> <p>Who were the people that were able to explore?</p> <p>Were there any women explorers?</p> <p>Who were the people that were already there?</p> <p>How were explorers and those explored the same or different?</p> <p>What happened to the people that lived on the land that the explorers made contact with?</p> <p>What conflicts do you think developed?</p> <p>Are there explores today?</p> <p>What is the interaction between modern day explorers already there?</p> <p>Hearing the facts and voices of the explorers and those who were explored</p> <p>Who else was on the ships that explored? How were the people in the different roles treated?</p> <p>Resources:</p> <p>Columbus Day, by Vicki Leistman (Controversial)</p> <p>Follow the dream: The Story of Christopher Columbus, Peter Sis</p>	<p>Start the lesson with asking students: What do you know about explorers?</p> <p>Chart all the information and examine it for what we already know and what are the gaps in our knowledge.</p> <p>Discuss why there may be gaps</p> <p>Based on your own experience: How do you think it feels to explore or be explored?</p> <p>How did the people that were explored respond/feel?</p> <p>How the explorers feel?</p> <p>Design activities that place the students in the role of the explorers and the explore</p> <p>Activities:</p> <p>Write about how it might feel for someone to come into your classroom, bedroom and take over, make new rules, take things?</p> <p>Create a role play, a mock trial, have a debate or write a story about first contact</p> <p>Write a story where students will be the explorers. Include in the story why they chose to be explorers. What adventures and obstacles do they think you will face?</p> <p>What will your relationship with the indigenous people be like?</p>	<p>What was the impact to the people that were explores, to their lifestyle, culture and language?</p> <p>Who benefited from exploration? Who was disadvantaged from it?</p> <p>Think about the terms Exploring and exploiting. What is the consequence on a culture when it is explored or exploited?</p> <p>Who benefits, who doesn't?</p> <p>What examples of modern day exploring can you name?</p> <p>What is the effect on the culture?</p> <p>What actions can the class take to challenge some of the practices and outcomes of modern day exploration?</p> <p>Write letters, write articles to the newspaper, and let other people know how certain groups are being hurt and d oppressed by modern day exploration.</p>

2.2.3 1620 - Pilgrims Come to America - Grade 3

Objectives of Lesson

To investigate different resources that tells the story of the Pilgrims and the events of 1620 from both Pilgrim's point of view and the Native Americans point of view.

To help students recognize the fact that the truth in history is not always easily evident

To encourage students to keep their minds open to all viewpoints of history

Developed by Katy Tinker

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Discuss why Pilgrims left England aboard the Mayflower.</p> <p>What was the Mayflower journey like?</p> <p>Why did the Mayflower land in Cape Cod?</p> <p>What Native American tribes were already living in Cape Cod?</p> <p>How long had they been living there?</p> <p>How did the Pilgrims affect them?</p> <p>Read aloud or assign for independent reading a selections of books that recount the Pilgrims and the Native American experiences. Here are some possibilities:</p> <p>If You Sailed on the Mayflower in 1620, by Ann McGovern.</p> <p>On the Mayflower, Voyage of the Ship's Apprentice and a Passenger Girl, by Kate Waters.</p> <p>Tapenum's Day, A Wampanoag Indian Boy in Pilgrim Times, by Kate Waters</p>	<p>Provide choices for students which could include the following activities:</p> <p>Create a journal entry from a Native American point of view.</p> <p>Create a journal entry from a Pilgrim point of view.</p> <p>Write about how you would feel if the area you lived in was taken over by others.</p> <p>Write about how you would feel if you were a child leaving England on the Mayflower.</p> <p>Write a poem telling how you would feel if you were a Native American seeing the Mayflower arrive in Cape Cod.</p> <p>Put on a skit where you pretend to be a Native American discussing the Pilgrim's landing in your home.</p> <p>Put on a skit where you pretend to be a Pilgrim discussing your new home.</p>	<p>Discuss you benefited more the Pilgrims of the native Americans. How was disadvantaged and how?</p> <p>Think about the contemporary experience of Native Americans</p> <p>Where to they live? How do you think Native Americans living today feel about the colonization of American?</p> <p>How has it impacted them?</p> <p>How can students educate others about the history of native Americans?</p> <p>Examine books about 1620 to see whether Pilgrim and Native American points of views are expressed.</p> <p>Are there more books on Pilgrims or Native Americans? How are they each portrayed? What are the stereotypes?</p> <p>Why is this?</p> <p>Create a booklist that represents multiple perspectives and tells both sides of the story.</p>

2.2.4 Explorers – Grade 4

Objectives of Lesson:

To expose children to explorers from various parts of the world

MULTICUTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Early exploration curricula will represent a variety of cultures and perspectives. Why did people explore? Where did they come from? Where did they explore and why? How has the world changed because of exploration? Who was already here and how were they impacted by exploration? What are the different ways people explored? In what ways were the various explorers the same and different? What qualities would you need to possess to be an explorer? Students will engage in meaningful discussions. Through a variety of writing activities such as journal entries, reflective response and writing from the perspective of the explorer and the native peoples.	Encourage students to talk with an adult (parent, neighbor, friend) about his/her family history. Include explorers from the countries represented from student's background. Provide materials and resources that represent non-European explorers. Discuss what life was like for the explorers in their native land. Ask what cultural beliefs did the explorers bring along with them on their journey and how those beliefs impacted their journey and the people they encountered. This lesson will provide a variety of options and resources to reflect different learning and motivational styles i.e., music, dance, poetry, literature, documentaries. Use of independent and collaborative projects. Students will be given clear objectives and expectations prior to the unit and use a rubric so that students can evaluate their own progress. Students will have the opportunity to research and discover explorers that are culturally relevant to themselves	Discuss who benefited historically from exploration and who was disadvantaged and why. Ask why are mostly European explorers known today. Think about how other people at the time viewed the journeys of non-European explores and what challenges did they face. Think about what defines an explorer today and how his/her actions impact the societies they interact with. Students will become critical thinkers about the impact of exploration. Students will be able to celebrate and make connections to great explorers of the past and today. Students will have opportunities to teach others about explores that are less known

Developed by Sarah Sayko and Amy Wainwright

2.2.5 1492 Revisited

Objectives of Lesson:

To expose children to the fact that Europe was not the only flourishing civilization in 1492

MULTICUTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The World of 1492 will be examined from a more global perspective.</p> <p>Class will be provided with resources and materials that represent civilizations</p> <p>Research events that were occurring in each continent in 1492.</p> <p>Discuss: In what ways were civilizations similar and different to each other?</p> <p>Compare the paintings and sculptures found in Europe, the Americas, Asia and Australia.</p> <p>Create a class Timeline that incorporates events from 1400 to 1500 from every continent.</p>	<p>Students will think about how indigenous people felt when the Europeans arrived in the Americas.</p> <p>Students will be provided choices from the following activities:</p> <p>Share family backgrounds - where their family came from.</p> <p>Ask students about their favorite objects and forms of art and discuss where they come from.</p> <p>Create symbols on the Timeline that represents students' heritage</p> <p>Write an interview from the perspective of a non-European living in 1492.</p> <p>Create a scrapbook from the year 1492 of Africa, Europe, Asia, and the Americas including important people, events, inventions and/or contributions.</p>	<p>Students will survey literature, history text, and web sites to determine which groups are represented.</p> <p>Discuss why most history texts represent a Euro-centric perspective.</p> <p>Students will discuss which groups were historically advantaged? Which were disadvantaged and why that was.</p> <p>Students will discuss who still benefits from these advantages?</p> <p>Students will discuss how the accomplishments of other continents can be better "publicized" and why it is important to know about the history of different people.</p>

Developed by Susan Erickson 2003

2.2.6 On the Trail of Sacagawea

Objectives of Lesson:

To introduce students to different perspectives on historical information

To help students appreciate the ramifications of different actions

Grade/subject: Elementary - depth of activities dependent on the actual grade the lesson will be used for.

Developed by Meg McHugh 2004

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will:</p> <p>Read different accounts of the story of Lewis and Clark mission and their connection to Sacagawea</p> <p>Discuss Lewis and Clark and their mission.</p> <p>Read a book about Sacagawea written from her perspective</p> <p>Draw detailed pictures of some of Sacagawea's experiences.</p> <p>Examine the different portrayals of the story and how and why they are different</p> <p>Discuss who benefits from the different portrayals</p> <p>Who might be marginalized</p> <p>think about whose perspective is being included, whose is missing</p> <p>Think about the lifestyle/traditions of the Native Americans and how they differ from those of white man.</p> <p>Talk about the effect white man had on Native Americans.</p> <p>Think about what women's roles were in both cultures at that time.</p> <p>List all of the ways that Sacagawea helped the expedition.</p> <p>Think about whether Sacagawea went on the expedition voluntarily.</p> <p>Discuss what kind of skills did Native Americans had which helped white men survive in the wilderness</p> <p>Find similarities and differences between religion, food, shelter, and gender roles in Native Americans</p> <p>and white people in the 1800's.</p> <p>Find ways that Native American culture is practiced/evident today.</p> <p>Research other important Native Americans throughout history.</p> <p>Resources:</p> <p>“Sacagawea” by Liselotte Erdrich, Julie Buffalohead</p> <p>“A Picture Book of Sacagawea” by David Adler</p> <p>“Sacagawea Speaks: Beyond the Shining Mountain with Lewis and Clark” by Joyce Badgley Hunsaker</p> <p>“Interpreters with Lewis and Clark: The Story of Sacagawea and Toussaint Charbonneau”</p>	<p>Students will select a project to complete from the following options:</p> <p>Make a poster of Sacagawea which shows all of her accomplishments throughout her life.</p> <p>Pretend you are Sacagawea and write a journal about a portion of your life.</p> <p>Pretend you are a white man and were on the trail with Sacagawea and write a journal about a portion of your journey.</p> <p>Write a timeline of Sacagawea's life.</p> <p>Write a timeline of Native American history.</p> <p>Interview a Native American and ask how they feel about Sacagawea.</p> <p>Act out (and video tape) a part of Sacagawea's journey.</p> <p>Make a diorama of Native American life during the 1800's.</p> <p>Write a Native American document which describes their beliefs and practices during the 1800's.</p> <p>Find current stories, movies or articles or movies about Native Americans</p> <p>Make up your own assignment and discuss your idea with me before completing it.</p>	<p>Students will:</p> <p>Talk about how Sacagawea felt throughout the journey (sometimes feeling appreciated, worthy, competent, other times feeling the opposite.)</p> <p>Talk about what the white men thought about Sacagawea at the beginning of the journey and compare with their thoughts and feelings at the end of the journey.</p> <p>Discuss who benefited from Sacagawea being on the trip.</p> <p>Think about how Native Americans felt about Sacagawea now and then.</p> <p>Think about the fact that White men gained much from the trip out west and discuss how this affected Native Americans.</p> <p>Discuss what kinds of oppression and racism Native Americans experienced after white men began to inhabit the west.</p> <p>Discuss what issues might come up when Native Americans want to continue practicing today the same rituals, celebrations and lifestyles as their ancestors did.</p> <p>Share what kinds of feelings they have about white men and Native Americans after learning about Sacagawea?</p> <p>Discuss what kinds of oppression and racism Native Americans experienced after white men began to inhabit the west.</p> <p>Think about what kinds of oppression and racism Native Americans face today.</p> <p>Share ideas what they can do to address the oppression and racism against Native Americans.</p>

2.2.7 Lesson on Colonialism - Grade 5

Objective of Lesson

To increase students awareness of the history of all racial and ethnic groups during colonialism

Developed by Theresa Griffin and Julie Schweizer

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Define what we think of when we think of “colonialism”.</p> <p>Think about the perspectives and experiences of the following groups of people:</p> <p>Native American groups in the eastern region of the continent</p> <p>Colonial women who came to the New World</p> <p>Enslaved Africans</p> <p>Free Blacks</p> <p>Indentured servants</p> <p>Create a skit that includes the stories and voices of these groups of people in Colonial America</p> <p>Research museums, tourist centers and other resources to find primary sources that include a variety of perspectives.</p> <p>Resources:</p> <p>Books</p> <p>Videos</p> <p>Museum/tours</p> <p>Primary sources</p> <p>libraries</p>	<p>Have students compare their own experiences to those of children in Colonial America.</p> <p>Encourage students to talk with an adult (parent, neighbor, and/or friend) about his/her family history and trace his/her family genealogy.</p> <p>Share this information as a class</p> <p>What obstacles did your ancestors have to overcome?</p>	<p>Think about who benefited from colonialism in the 17th century.</p> <p>Who was excluded and why?</p> <p>Think about who is still benefiting in modern times from these exclusive perspectives?</p> <p>Discuss how this is.</p> <p>Research textbooks to determine whose perspective is activity shared and taught?</p> <p>Whose voices are missing?</p> <p>Why do you think that is?</p> <p>Discuss why it is important to include other perspectives.</p> <p>Challenge students to think about what they can do to increase awareness of other perspectives.</p> <p>Examine modern day tours of Boston and other historical sites to see if they include all perspectives of the colonial experience.</p> <p>Students can write to textbook companies, tourist sites and museums to encourage the inclusion of more perspectives</p>

2.2.8 Thanksgiving

Objective of Lesson: To deal with Thanksgiving from multiple perspectives
To educate students on the inaccuracies surrounding Thanksgiving

Developed by EMI Bedford class 2002

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will share what they know about Thanksgiving and its history.</p> <p>Use of “kidspiration” software to Web ideas on computer OR Inspiration for older students</p> <p>Students will research the history of Thanksgiving:</p> <p>Who celebrates Thanksgiving?</p> <p>When did the tradition begin?</p> <p>Why did they originally have this celebration?</p> <p>Why did they have it?</p> <p>Students will examine the information through the lenses of Pilgrims and Native Americans</p> <p>Students will research and discuss different kinds of Thanksgivings</p> <p>Guest speakers will be invited into the class from Plymouth Plantation and from the Wamponoug tribe to discuss and dispel stereotypes and mis-information.</p> <p>Student’s will reads stories and articles written from various perspectives.</p> <p>Students will read books with correct rendition of actual events of Thanksgiving</p> <p>Students will surf the internet for information on Thanksgiving</p> <p>Students will share the Native Americans concept of Thanks (giving)</p> <p>Students will learn about the Celebration of Harvest</p> <p>Students will compare the myths and truths of Thanksgiving/ (use Venn Diagram)</p> <p>Students will examine the differences and conflicts in values between the Native American and white cultures</p> <p>Students will debate about Land Rights from the different perspectives</p>	<p>Students will brainstorm what Thanksgiving means to them.</p> <p>Students will be asked to share how their family celebrates or observes Thanksgiving.</p> <p>Students will interview Grandparents, older relatives or a neighbor for information how they have celebrated Thanksgiving.</p> <p>Students will discuss how Thanksgiving celebrations have changed</p> <p>Students will read picture books to go with what we typically think Thanksgiving is</p> <p>Students will share what they are personally thankful for. (Not just thanks from Thanksgiving but thanks in general so everyone can contribute</p> <p>Students will create a picture book about their own culture and what they are thankful for.</p> <p>Students could create a slide or video show of stories</p> <p>Students will have the opportunity to share their stories and have choices in how they are presented (visual, tactile, etc.)</p> <p>This lesson will incorporate different learning styles to teach in multiple intelligences and use cooperative groups, concrete and hands-on activities</p> <p>KWL Chart</p>	<p>Students will be asked to think about and discuss why we celebrate a day that does not live up to what it was supposed to be.</p> <p>Students will share reactions to the fact that Thanksgiving is considered a National Day of Mourning for Native Americans. Pilgrims stole Native American food</p> <p>Students will discuss the give and take of who would be affected</p> <p>Students will consider who is oppressed, hurt or left out of Thanksgiving celebrations.</p> <p>Students will think about what can we really celebrate on Thanksgiving.</p> <p>Students will think about ways we can educate people on the inaccuracies of history.</p> <p>Students will create a new picture book. A re-vamping of the holiday-rewrite its purpose.</p> <p>After reading and discussing Thanksgiving stories ask students who they identify with and then identify a value system. Discuss Were pilgrims the “good guys”?</p>

2.2.9 Views of Columbus Grade 3

Objectives of Lesson

To investigate different resources that tells the story of Columbus and the events of 1492 from both Columbus's point of view and the Taino point of view.

To help students recognize the fact that the truth in history is not always easily evident

To encourage students to keep their minds open to all viewpoints of history

Developed by Rachel Rosselli and Kerry Lichfield

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>What is an explorer? Why explore? Who were the people who were able to explore? Who is Columbus? Where did he come from? Where did he go? Who went with him? Who were the people already there? What happened to the people that lived on the land that Columbus explored</p> <p>Resources: Columbus Day, by Vicki Leistman (Controversial) Follow the dream: The Story of Christopher Columbus, Peter Sis</p>	<p>Start the lesson by asking: Who was Columbus? What were his accomplishments What kind of person was he? Where was he from? What were his goals? Chart the information under "What I Think I Know" Examine information for what we already know and look for gaps in our information Think about where we get our information from Discuss why there are gaps Ask students: How do you think it feels to be explored? How do you think the Native Americans felt about being explored? How did they react? How would you have reacted? Design activities that place students in the role of explorers (Columbus and his men) and the explored (Native American tribes) Use of: Role playing/Journal writing/Story writing, etc.</p>	<p>What was the impact of Columbus' exploration on the Native American' lifestyles, culture, language, etc.? Who benefited from the explorations? Who was disadvantaged from it? Explain Think about the terms exploring and exploiting. What is the consequence on a culture when it is explored or exploited? Who benefits, who doesn't? What examples of modern day exploring can you name? Why do people continue to explore What is the effect on the culture being explored? What are the effects on those doing the exploring? What actions can the class take to challenge some of the practices and outcomes of modern day exploration? Activity: Write letters write articles to the newspaper and let other people know how certain groups are being hurt/and or oppressed by modern day exploration.</p>

2.3 Teaching about Stereotypes and Issues of Being Different

2.3.2 Lesson on Advertising

Objectives of Lesson:

To examine advertisements in newspapers, magazines, books, commercials and illustrations or photos of products to find any stereotyping

To help students realize the impact these stereotypes have on people who see and/or hear them

To encourage students to be aware as they look and/or read or listen to tapes, books, movies, television shows and commercials, etc and to watch for stereotyping

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Start with a discussion on how people may use categories or labels to describe others based on the way people dress, look, talk, or the group that they are members of</p> <p>Ask for (and give) examples to write on overhead or chart paper</p> <p>Brainstorm categories that are used to describe people (athletic, bright, computer geek, quiet, talkative, popular etc.)</p> <p>Define assumptions (using the different groups as examples) and talk about how assumptions are often made before even knowing the person</p> <p>Ask students to help to you define stereotype and what this means to the group of people who ARE or ARE NOT in this group</p> <p>Give examples from magazines, boxes, books, sport logos, etc. showing a stereotype and ask students to explain why this is a stereotype</p> <p>Invite people from different races and groups to the classroom to share a stereotyping experience or story</p>	<p>On chart paper, have students make list of choices (with your guidance and examples) for small group or independent activities.</p> <p>These should include choices of the following:</p> <p>Look through magazines for stereotyping in photographs or illustrations and cut out, then explain why (verbally or in writing)</p> <p>Write about a time when you or a person that you knew felt excluded</p> <p>Design and /or do a role-play where a child was left out of an activity because of stereotyping (ex. visually impaired student can't play soccer)</p> <p>Write in your journal about an experience when you were left out or teased, what happened and how it made you feel</p> <p>Design a poster illustrating a stereotype and explaining why</p>	<p>Discuss who is hurt by stereotyping and why</p> <p>Write letters to newspapers, magazines, sport teams, publishers, etc. explaining the concerns about the stereotype(s) and asking for change</p> <p>Make posters in school to help students learn or think about stereotyping other races</p> <p>Have students role-play an example of a stereotype of a different race(s) and a way(s) that they can be discussed and how one might work toward change</p> <p>Research and write about a minority person or group who has been stereotyped and what was done, if anything, to change that image</p> <p>Discuss/write ways that stereotyping of different races and religions are hurtful and what we can do to help prevent it now and in the future</p>

Developed by Charlotte Klein

2.3.1 Hair

Objectives of Lesson:

This is a classroom unit in the 4/5-year-old class in an integrated pre-school. The unit celebrates differences among individual people. This lesson was designed by a speech therapist who conducts large and small group lessons around specific speech and language goals.

Developed by Hildegunde Kaurisch 2003

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Receptive vocabulary: understanding of differences</p> <p>Students will look at books and pictures that depict people and hairstyles from different countries. Students will recognize that there are different countries in the world and that people living in other places may look different and choose different hairstyles</p> <p>Vocabulary: opposites</p> <p>Use picture books and graphs that students have prepared as a part of the unit to find opposites such as long/short, light/dark curly/straight</p> <p>Vocabulary: action and descriptive words</p> <p>Bring in and discuss different hair products and accessories. Predict and discuss what we do with them and what they do to our hair. Try some of them on</p>	<p>Vocabulary: same/different</p> <p>Talk about how we are alike and how we are different in terms of hair</p> <p>Group students in different ways and notice how sometimes we are like someone else, and how sometimes we are different. How we belong to different groups. Group by color, length, hair accessories, style, etc.</p> <p>Descriptive language: My hair looks like...</p> <p>Have students find positive ways to describe their hair and draw pictures at the writing center, e.g., my hair looks like the sun, a crown, etc.</p> <p>Asking wh-questions talking about an event in the past</p> <p>Have students collect information from home about a "hair story". This could be about their first hair cut, a time they had their hair done differently for a special occasion, if they have special hair accessories, or what the importance of hair might be in their culture, or a really bad "hair day".</p> <p>Possible questions to ask</p> <p>Who cut or styled it? Where was it?</p> <p>What did it look like? How old were they?</p> <p>Students will share stories in class and if possible bring in photos</p> <p>Acting out play script</p> <p>In the Drama center have students play-act a trip to the hairdresser. Practice language skills and vocabulary to describe styles and procedures, and ways to express they like the hair cut or style</p>	<p>Social language:</p> <p>Giving a compliment and responding appropriately to a compliment</p> <p>Discuss how our hair can be different from other people in the same way that someone's clothes, shoes, eye color, etc can be different</p> <p>Discuss how we can show appreciation of that difference</p> <p>What are some of the hurtful ways people might respond to someone else's hairstyle? What can we do to prevent that?</p> <p>How can we say something positive?</p> <p>How can we make someone proud of his or her hair?</p> <p>How can we express that we like someone's hair?</p>

2.4 Science

2.4.1 Inventors Who are African American- Grade 2

Objectives of Lesson:

To introduce students to inventors who are African American who made contributions to the advancement of technology, society and daily life in America

Students will gain an appreciation that important advancements were made by people of color

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>What is an inventor? Brainstorm some inventors the students may know.</p> <p>How do things become “inventions?”</p> <p>Read aloud the book, Five Notable Inventors, Great Black Heroes, by Wade Hudson</p> <p>Read aloud A Pocket Full of Goobers: A Story about George Washington Carver, by Barbara Mitchell. Or George Washington Carver: The Peanut Scientist, by Pat McKissack</p> <p>Discuss the five Notable Inventors: Madam C.J. Walker, Elijah McCoy, Garrett A. Morgan, Granville T. Woods and Jan Ernst Matzeliger</p> <p>Discuss George Washington Carver. What was his impact?</p> <p>Discuss what a patent is</p> <p>Who got one? Large companies bought a lot of these patents.</p> <p>Research and read more about others (of all cultures and races) who have made a difference</p>	<p>Name some inventions that have influenced our lives (this connects to their personal and home experiences so would fit in this column)</p> <p>Pick several different inventions and then think about what your life would be like without them.</p> <p>What one invention would you not want to give up and why?</p> <p>If you were going to invent something what would it be and how would it contribute to the lives of others?</p> <p>Students can do an individual art project that would illustrate their invention or work in groups</p>	<p>Discuss some reasons why the inventions of people of color are not widely acknowledged.</p> <p>Discuss why it is important to learn about a variety of inventors?</p> <p>How can we go about learning about the different people of color who have greatly contributed to improving our lives?</p> <p>What obstacles did some inventors of color have to overcome? How did they face those obstacles? Who helped them?</p> <p>Are there still inventors today? Who are they? Are they more recognized then “long ago”</p> <p>Who benefited from the purchase of patents</p>

Developed by Lisa Mortarelli 2002

2.5 Holidays and Family Traditions

2.5.1 Winter Celebrations

Objectives of Lesson:

Students will explore several of the special holiday celebrations that are celebrated by different ethnic and racial backgrounds other than their own

Students will demonstrate an understanding of why keeping one's traditions and practices is vital to development

To weave through our My World and Me (2 month long unit)

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The cultures of the students represented in the class will be studied.</p> <p>Students will be asked what the term "celebration" means.</p> <p>After reading stories, looking at pictures and listening to teacher's descriptions students will research the history of the different celebrations.</p> <p>They will need to discover:</p> <p>Who celebrates these days?</p> <p>In what parts of the world are these holidays celebrated?</p> <p>When did the tradition begin?</p> <p>What were the reasons for the celebration?</p> <p>What symbols do we find that relate to a particular holiday?</p> <p>With each culture studied students will share in creating a sign or symbol relevant to the holiday</p> <p>Students will present their creation and share when and why it is used and its importance.</p> <p>Students could develop a calendar of Winter Celebrations, using symbols and a brief history</p>	<p>Students will share what they know about other special holidays celebrated during December, January and February.</p> <p>Students will reflect on the holidays they celebrate and relate the traditions of their family.</p> <p>Guests will be invited into the class to share their personal stories of celebration.</p> <p>Students will brainstorm reasons why it is important to know and learn about those whom we live with in school, and neighborhoods.</p>	<p>Students will examine differences and similarities among the celebrations.</p> <p>Students will think about what it would be like if one was not able or allowed to celebrate a holiday in their traditional way.</p> <p>Students will think about why we learn about and sometimes celebrate a holiday that does not originally come from our family traditions or culture.</p> <p>Students will share ideas of how we can educate others (our families, friends) on other winter holidays.</p> <p>Students will brainstorm ideas on opening up other people's minds and hearts to the differences among us.</p>

Created by Jane Lange, Bedford Kindergarten teacher

2.5.2 Winter Festivals of Light: Grade 4

Objectives of Lesson:

Students will explore similarities and differences in the ways that different cultures use a common symbol, light, in winter holiday traditions.

Students will relate the uses of light in these holidays to the geographic location of the countries or regions they are studying.

Students will practice finding specific information in nonfiction resource books using the table of contents and index.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The use of light in winter holidays (winter solstice, Diwali, Las Posadas, St. Lucia's Day, Hanukkah, Kwanzaa, Christmas, Tet and Chinese New Year) from several cultures will be examined through discussion, research and readings.</p> <p>Students will apply knowledge about the winter solstice (Northern Hemisphere) to the ways that light is used in celebrations during that season. Students will extend that knowledge to how the ways that light is used during the summer solstice (same time of year, Southern Hemisphere).</p>	<p>Discussion of holidays celebrated by class members, focusing on the use of light. Can we add to the list of festivals of light?</p> <p>Teaching styles include group brainstorming, direct instruction, Reading aloud, paired learning and guided discussion.</p> <p>All students will complete a crossword puzzle that reinforces new vocabulary from the holidays studied.</p>	<p>Discussion of fairness: What types of holiday decorations do we see in stores and towns? Whose holidays do we celebrate and why?</p> <p>We often talk about holidays in terms of how differently they are celebrated. How does it make you feel to look at what is the same about them?</p>

Developed by Karen Pettyjohn -Concord

Winter Festivals of Light: Grade 4

Introduction: What do you notice about the days now that winter is coming? (colder, darker, less day light, longer nights.) Why does this happen?

Show: Pictures from Earth Cycles relating to seasons, winter solstice, summer solstice, Northern and Southern hemispheres

Read: Dear Rebecca, Winter Is Here (optional: check time)

Group activity. Brainstorm types of lights used in winter: sun, candles, lanterns, lamps, light bulbs, bonfires, fireworks

Discussion:

1. Why are so many types of light used? Why at this time of year? What does “light” symbolize? Is it the same in the Northern Hemisphere and Southern Hemispheres?
2. Raise your hands if you have heard of Christmas? Hanukkah? Kwanzaa? Diwali? Las Posadas? Tet? Why do you think these festivals are familiar or unfamiliar?
3. Use globe to locate the countries/regions celebrating each holiday. Recognize that these holidays are celebrated in the country of origin, but also wherever there is a community with roots to that tradition.

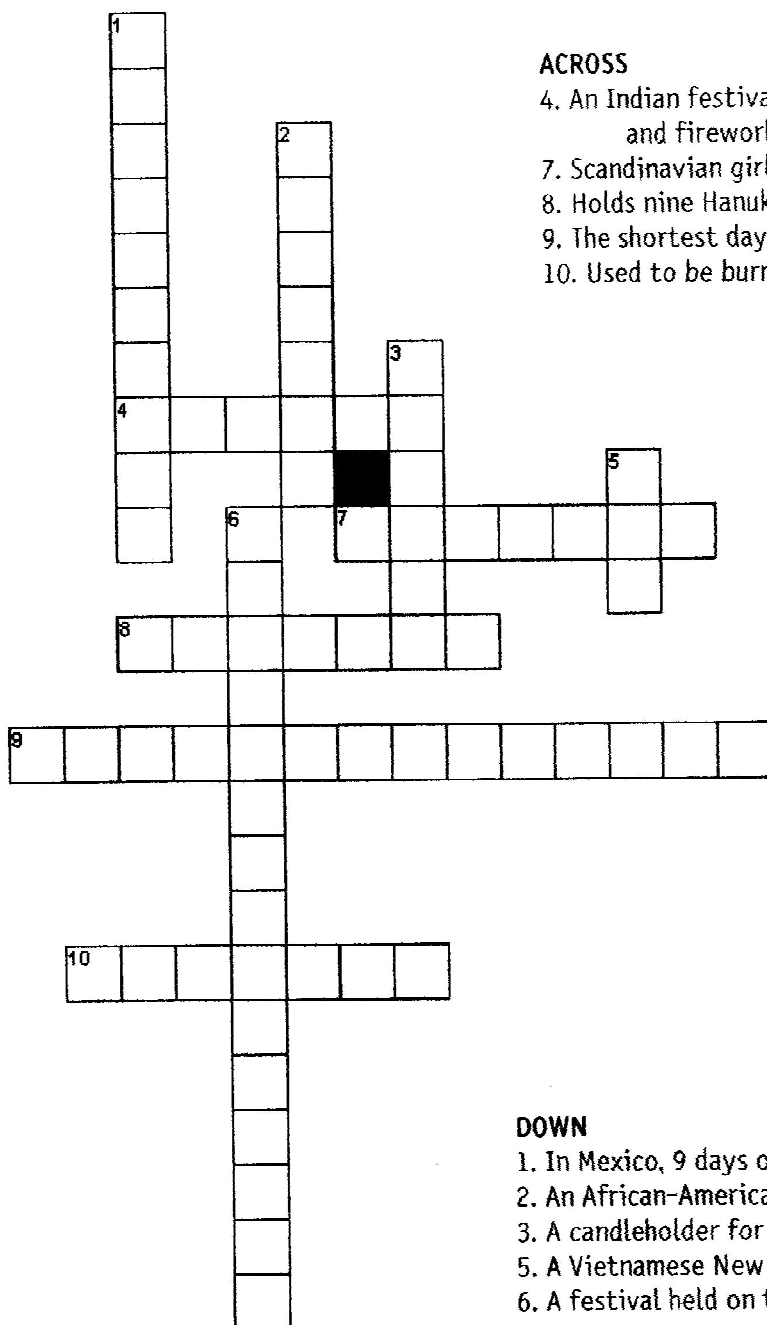
- a. Winter solstice (Northern Hemisphere) / Summer solstice (Southern Hemisphere)
- b. Las Posadas: Mexico
- c. St. Lucia’s Day: Sweden
- d. Hanukkah: global
- e. Kwanzaa: African American
- f. Diwali: India
- g. Tet: Vietnam and
- h. Chinese New Year: China

Activity:

Students work with a partner to fill out the Winter Lights crossword puzzle. Pairs find answers to crossword clues by using information in the resource books through the table of contents and index. Crossword puzzle reinforces vocabulary from celebrations of light discussion.

Close: Read the poem for First Month from Thirteen Moons on a Turtle’s Back

WINTER LIGHTS CROSSWORD



ACROSS

4. An Indian festival of lights celebrated with clay oil lamps and fireworks
7. Scandinavian girls wear these on their heads for St. Lucia's Day
8. Holds nine Hanukkah candles; also called a hanukkiya
9. The shortest day of the year
10. Used to be burned for all 12 days of Christmas

DOWN

1. In Mexico, 9 days of candlelight processions beginning December 16
2. An African-American celebration of community values and harvest
3. A candleholder for "2 down"
5. A Vietnamese New Year celebration
6. A festival held on the 15th day of the Chinese New Year

G. Resources:

- Barth, Edna. Holly, Reindeer and Colored Lights. (Seabury, 1990)
- Bruchac, Joseph. Thirteen Moons on a Turtle's Back. (Philomel, 1992).
- Burns, Marilyn. The Hanukkah Book. (Four Winds, 1987)
- Chaikin, Miriam. Light Another Candle. (Clarion, 1988)
- George, Jean C. Dear Rebecca, Winter Is Here. (HarperCollins, 1993).
- Jackson, Ellen. Winter Solstice. (Millbrook, 2001).
- Karenga, Maulana. The African-American Holiday of Kwanzaa. (University of Sankore Press, 1988)
- Kelley, Emily. Happy New Year! (Carolrhoda, 1984)
- Kindersley, Anabel. Celebrations! (DK, 1997).
- Luenn, Nancy. Celebrations of Light. (Atheneum, 1998).
- Medearis, Angela. The Seven Days of Kwanzaa. (Scholastic, 1994)
- Ross, Michael. Earth Cycles. (Millbrook, 2001).
- Simonds, Nina. Moonbeams, Dumplings and Dragon Boats: A Treasury of Chinese Holiday Tales, Activities and Recipes. (Harcourt, 2002)
- UNICEF Joy Through the World. (Bragdon, 1985)
- UNICEF UNICEF's Festival Book. (UNICEF, 1988).

2.5.3 Lesson on Kwanzaa

Developed by Amanda Watts

I decided to try and make an upcoming math lesson multicultural, because I think math is the curriculum area in which I represent other cultures the least. During this month in math we are working on finding combinations of numbers. Most children are focusing on adding several single digit numbers. This week the children have been developing strategies for organizing a collection of objects so they are easy to count, compare, or combine. In the weeks to come the children will be responsible for finding multiple combinations for one number.

Introduction:

(Read the following summary to the children and refer to the map of African)

Maps can be found on the following sites:

<http://www.africaguide.com/afmap.htm>

This is a website for a coloring book of Africa

<http://www.enchantedlearning.com/crafts/books/africancountries/>

Africa is the second-largest continent in the world. There are over 50 nations and the total population is twice the size of the United States. Africa has waterfalls, deserts, rain forests and grasslands.

There are over 800 different languages spoken among the people who live in Africa. One of the most common languages spoken in Africa is Kiswahili (some people call it Swahili). Swahili is an Arabic word meaning "people of the coast." It is the national language of Tanzania, Kenya, Uganda, and is spoken in Burundi, Rwanda and Zaire, and other parts of central and eastern Africa.

Kiswahili alphabet is similar to American English. The Kiswahili alphabet consists of 24 letters. It does not have the letters Q and X.

Kwanzaa is an African-American cultural holiday, which originated in 1966.

Dr. Maulana Karenga created this holiday.

Kwanzaa is celebrated from December 26th - January 1st.

Each day of the Kwanzaa celebration focuses on one of seven principles ("Nguzo Saba").

The name, "Kwanzaa", is taken from the Swahili phrase, "matunda ya kwanza," which means "first fruits."

Kiswahili - a language spoken in Swahili.

ki = language and Swahili = the Swahili region

Africa

Africa is the second-largest continent in the world. There are over 50 nations and the total population is twice the size of the United States. Africa has waterfalls, deserts, rain forests and grasslands.

There are over 800 different languages spoken among the people who live in Africa. One of the most common languages spoken in Africa is Kiswahili (some people call it Swahili). Swahili is an Arabic word meaning "people of the coast." It is the national language of Tanzania, Kenya, Uganda, and is spoken in Burundi, Rwanda and Zaire, and other parts of central and eastern Africa.

Kiswahili alphabet is similar to American English. The Kiswahili alphabet consists of 24 letters. It does not have the letters Q and X.

The Nguzo Saba

- 1) Umoja (Unity)** *Strive to maintain unity in the family, community, and nation.*
- 2) Kujichagulia (Self-determination)** *Learn traditions that help define ourselves.*
- 3) Ujima (Collective Work and Responsibility)** *Build and maintain our community. Solve our problems together.*
- 4) Ujamaa (Cooperative Economics)** *Build and maintain businesses and profit from them together.*
- 5) Nia (Purpose)** *Dreaming about what you and community members should strive for in the future.*
- 6) Kuumba (Creativity)** *Make your community more beautiful. You can make songs, pictures...*
- 7) Imani (Faith)** *Believe with all our heart in your community (your friends, parents, teachers...) and yourself, even when you are going through hard times.*

The 7 Days of Kwanzaa

(sung to 12 Days of Christmas)

On the first day of Kwanzaa, my family gave to me 1 cup for our family unity.

On the second day of Kwanzaa, my family gave to me,
2 woven mats and a cup for our family unity.

On the third day of Kwanzaa, my family gave to me, 3 special flags,
2 woven mats, and 1 cup for our family unity.

On the fourth day of Kwanzaa, my family gave to me 4 kinds of fruit, 3 special flags, 2 woven mats, and 1 cup for our family unity.

On the fifth day of Kwanzaa, my family gave to me 5 ears of corn, 4 kinds of fruit, 3 special flags, 2 woven mats, and 1 cup for our family unity.

On the sixth day of Kwanzaa, my family gave to me 6 handmade gifts, 5 ears of corn, 4 kinds of fruit, 3 special flags, 2 woven mats, and 1 cup for our family unity.

On the seventh day of Kwanzaa, my family gave to me 7 kinara candles, 6 handmade gifts, 5 ears of corn, 4 kinds of fruit, 3 special flags, 2 woven mats, and 1 cup for our family unity.

Can you count to seven in **Kiswahili**?

1. moja (MO-jah)
2. mbili (mm-BEE-lee)
3. tatu (TAH-too)
4. nne (NN-nay)
5. tano (TAH-no)
6. sita (SEE-tah)
7. saba (SAH-bah)

Combination for 7

Example:

One + six + seven

ENGLISH

_____ = _____
+

_____ = _____
+

_____ = _____
+

_____ = _____
+

_____ = _____
+

_____ = _____
+

Example:

moja` + sita = saba

KIWAHILI

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

2.5.4 Family Traditions

Objectives of Lesson: To learn about the traditions celebrated by others

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The cultures, through traditions, of families within the class and community will be observed.</p> <p>Students will investigate the terms "celebration" and "tradition"</p> <p>Students will investigate origins and history of traditions through family presentations: Who else might have these traditions? What's the reason for them? From what part of the world did they come? What "things" are associated with the tradition/holiday (i.e. candles)</p> <p>Students will create a class Big Book with photos of presentations and shared writing recounting presentations.</p> <p>Class will create a collaborative calendar of traditions/related holidays</p> <p>Community guests will come in to share family traditions</p> <p>Students will participate in discussions surrounding reasons why it's important to learn about the people within our class and community.</p>	<p>Students will work with families to create a presentation of at least one family tradition.</p> <p>Students will describe their favorite tradition and why they chose it.</p>	<p>Students will investigate similarities and differences within traditions and cultures.</p> <p>Students will participate in discussions surrounding reasons why we would want to learn about traditions and cultures other than our own.</p> <p>Students will generate ideas about how to teach other people what we have learned (hopefully make a book or perhaps a KidPix slideshow)</p> <p>Students will participate in discussions surrounding justice. Such as discussing what it would be like if someone told you that you couldn't celebrate your tradition?</p>

Developed by Kristin Fitzsimons

2.5.5 A Rainbow Celebration of Our Families Gr. 3

Developed by K Bowen- Bedford EMI

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<ul style="list-style-type: none">• A parent information evening will be held to share curriculum materials (books, video That's A Family) in the context of the Family unit for grade 3• Parents will be asked to assist their child in developing a rainbow of their family heritage to be shared in class.• Read a number of books about families representing many cultures to the children in class• Define terminology: mother, father, stepparent, adoptive parents, aunt, uncle, nuclear family etc.• Ask questions that assist children to think critically about their and the other families in the classroom	<ul style="list-style-type: none">• Students will share the rainbow of their family developed with their parent(s). This will allow the teacher to ask questions that draw out the cultural norms and values that predominate certain groups: value of family/Mexican American/ respect/African American/ and individualism/European Americans• Since each child shares his or her own family the cultural frames will be brought out with questions asked from the teacher and the class to the child presenting his/her rainbow• During the lesson students will read books on their own and within reading groups that celebrate various family constellations• All the rainbows will be posted on all students' lockers in the hall. Parents will be invited to the Rainbow Review and discussion	<ul style="list-style-type: none">• Students will see themselves in their personal rainbow and be able to compare contrast with other family rainbows of their classmates.• Questions will be asked, after reading the selected books, regarding families similarities and differences

2.5.6 Class Cookbook of Our Families Past/Present

Objectives of Lesson:

For Grade 2

To have children share foods from their families culture

To have children understand the importance of carrying on traditions/cultures

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The lesson can be introduced during the first month of school, especially during apple picking season. Students will learn that people ate and created recipes around the foods that were available to them.</p> <p>Students will be asked to interview a family member or other adult about favorite family recipes and the reasons why they are important to be passed on.</p> <p>Lessons will include math skills, interviewing skills, writing skills, listening skills etc.</p> <p>Students will learn the importance of passing down customs to keep cultures alive. By sharing recipes from many cultures including those that may not be represented in the class, students will gain a perspective of a family's past and how something as simple as a recipe can represent traditions.</p>	<p>Students will interview their family members; they will get a rich perspective on traditions in their family.</p> <p>The teacher will represent his/her culture by sharing a recipe and picture of his/her family. Cookbooks of many cultures will be shared as well.</p> <p>It will be important to address the needs of all learners. The lesson can be kept very basic, depending mostly on the response from families. A note home previous to the presentation will allow families time to prepare in advance a recipe that they can share with their student.</p> <p>Each family will receive a copy of the class cookbook to include the family recipe as well as a family picture.</p>	<p>It will be important to find information on recipes that may have been secretly handed down to family members and why it was necessary. Given the age of the students this process will have to be age appropriate.</p> <p>Students will feel a sense of pride in their family's traditions/recipes. They will share their stories at group time as well as through the creation of the cookbook.</p> <p>The culminating event will be to have adult members from their families or other significant adult come to class and share the recipes.</p>

Developed by Linda Vanaria, Bedford

2.6 Math lessons

2.6.1 Number Stories Using Nickels and Pennies

Objectives of Lesson:

Students will understand uses of money and be able to solve number stories

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Students will share and observe coins from other countries	Students will share different objects/food that their families buy	Students will get a chance to purchase items from school store.
Students will understand why countries have different money and why one must be able to recognize differences	Students will make a school store or store “poster” with objects that reflect the cultures of the students	Students will discuss how they decide what is important for them to buy and how it would feel to not have enough money to purchase desired items.
Students will discuss history of money (coins)	Students will solve different number stories of varying levels of difficulty	Students will learn how to earn money to be able to purchase items
Students will think about who is honored by having their image is used on coins and why	Students will create their own number stories to be solved by peers.	

Developed by Rachael Quebec, 2002

2.6.2 Everyday Mathematics Grade 1

Objectives of Lesson:

Everyday Mathematics (EDM) Lesson 8.9: Sharing Pennies

Stated Objective: To practice finding fractional parts of collections of things.

*Begin lesson by putting children into groups of 3. Each group will get 2 nickels and 2 pennies. I will pose two questions:

How can you share this money equally so that all the children in your group get the same amount of money?

How many different ways can you divide this money into equal groups?

*After the groups have finished, students will share their ideas for how to divide the pennies. As part of the recording piece, I'll ask if anyone thinks they can write the fraction that goes with each solution. Students will record their ideas for sharing the pennies equally and how to write the fractions on chart paper. (This lesson follows a lesson writing area model fractions and children have been exposed to fractional notation.)

Extension activities:

Share coins from different countries. Children can make comparisons between coins.

Have students who have traveled or whose parents have traveled bring in coins.

I would offer the chance to students to bring in coins from their or their parent's country of origin or from countries their families might have visited.

MULTICULTURAL

In my own teaching I've found that students are more likely to participate if they have a task to start rather than the teacher talking to start a lesson. This provides an experience that students can use to make observations and draw conclusions as opposed to being asked to think about what they know in the abstract. I noticed that in Kay Tolliver's mathematics lessons she began with a task and then had students process their learning.

I've rearranged this lesson to begin with a complex problem for many first graders:

How do you share 12¢ equally with three people when you don't have coins that lend themselves to this?

This added layer of complexity makes the problem more challenging and provides an opportunity for problem solving and critical thinking.

When we're sharing solutions at the end, the children will write on the chart paper. The simple action of handing the marker over to the child gives that child control of the information. The answers that satisfy the opening questions are discovered by the children as they work with the money. They actually do construct the information about all the ways to share 12¢.

CULTURALLY RELEVANT

I'm using different learning modalities and teaching styles within the same lesson. Students will use real coins as well as write up their responses with paper and pencil. Some first graders can use money abstractly at this point, but many are more proficient with the coins and the goal is to be able to share equally not use coins in the abstract. This lesson allows a venue for success for those students who need concrete objects as well as those who can work abstractly. I'm also combining whole class discussion and processing with small group work, thus allowing students

to move back and forth between giving attention to a small group and to the whole class. Students will have the opportunity to shift their attention as they work, giving themselves a break from constant teacher input.

This is a hard problem for 7 year olds. First of all, I don't tell them when they're finished. By not stating the end of the problem (i.e. you must have at least 3 ways to share 12¢ equally) I am stretching them. They have to feel satisfied that they are done. It is very empowering to be able to decide when the task is complete and it reflects my trust in them that they can know when they have completed the task.

I do know that in groups all children will be able to find some solutions to this problem. This gives all children an opportunity to succeed and construct knowledge, which empowers them all intellectually.

ANTI-RACIST

In the first problem (2 nickels and 2 pennies shared equally), there is an impediment to solving the problem. You cannot share 2 nickels and two pennies equally with 3 people. You have to be willing and able to trade the nickels to get pennies to share. In our class discussion, I would ask the children why the problem seemed impossible to begin with and what steps did they take to overcome the difficulty of the coins.

This is not a significantly anti-racist message or one that shows how to make a difference in the world. However, it does make the point that there are often impediments to completing a task. In issues of equity, blocks are raised that make it seemingly impossible to overcome an inequitable situation. Learning to take a problem apart and find a way to make it equitable within the mathematics context may open the way to thinking about this in other situations.

A way to for me to connect this thinking is to use this activity as a connection to a discussion about impediments to solving problems.

In a follow-up discussion in a meeting time or Open Circle time I may begin with a reference to this lesson and how one problem (the coins) had to be overcome before the task could be completed. In life, we all hear how it would be nice to make things more fair or equitable, except for some impediment. This activity could be the beginning of a discussion about when was a time that things were unfair and people said they couldn't be fair because of a problem (like sharing the nickels and pennies)? Did the situation get made fair or not? For a first grader, this is thinking about social action.

Developed by Julia Hendrix

2.6.3 Cultural Awareness and Math Skills- grade 5 Special Ed.

Objectives of Lesson: To build an awareness of a variety of cultural winter holidays/traditions while addressing math skill instruction

This lesson plan was designed for a group of three 5th grade students who receive small group instruction in math 4 days a week.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Situations and concepts from a diversity of cultures will be included by using information as the content for word math problems.</p> <p>Critical thinking skills will be incorporated through discussions in class and as homework</p> <p>Students will be solving math problems that involve holidays celebrated by different cultures. For example:</p> <p>Kwanzaa: Seven candles are traditionally placed (Mishumaa Saba) in the candelabra (Kinara). The candles should be red, black and green. Students will find as many permutations of color combinations as possible.</p> <p>Hanukah- Students will determine how many candles are needed in total for 8 nights.</p> <p>Christmas – students will determine how many objects are named in the 12 Days of Christmas</p> <p>Class will have discussions about numerology and culture</p>	<p>The holidays and traditions used will come from the student’s direct experience</p> <p>The math skills presented are based on IEP goals and are individualized for the 3 students in the group.</p> <p>The cultural content will aim at student experience and learning style. For example one of the students has significant receptive language deficits so that content needs to be simplified and clear.</p> <p>Because all instruction for this group is individualized, high expectations are part of our daily expectations.</p> <p>Students will share their personal experiences with their topics discussed in the word problems.</p> <p>Homework assignment:</p> <p>Work with your family to make up a “holiday word problem” that addresses an individual math skill the student is working on.</p>	<p>Students will share their work with their classmates to further promote awareness.</p> <p>Students will bring home their work to share with parent and to the regular education class to share with peers</p> <p>Students will bring the math problems into their regular education class to share</p>

Developed by Beth Pullman, 2002

2.7 Music Lessons

2.7.1 Lesson on Islamic Music

Grade 4 (most materials could be adapted to other grade levels)

Objectives of Lesson:

To introduce students to Islamic music through vocal, instrumental and dance experiences and to place this music into context by the use of fiction and non-fiction books.

(This unit could be used intact or the materials could be interspersed throughout the year and introduced as part of units on drumming or instrumental music/songs from around the world.)

Developed by Holly Stumpf 2004

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will be introduced to the idea that Islamic people live in many different parts of the world.</p> <p>Students will find countries on a map where large numbers of Islamic people live.</p> <p>Students will be reminded that the result of this diversity is that not all Islamic music is the same—not all Islamic people sing and dance in the same way (just as not all African people sing and dance in the same way.)</p> <p>Students will be introduced to the most common Arabic rhythm (DttDt). The teacher will demonstrate on a doumbek so that students will see and hear an instrument from the Middle East. Then students will learn to play this rhythm on hand drums.</p> <p>Students will play Orff instruments which have been set up with a scale used in Islamic music. They will be asked to compare this scale to our major scale, the pentatonic scale, the blues scale, the dorian mode and the scale of the Javanese gamelan.</p> <p>Children will learn a Palestinian wedding dance. The melody of this dance will be sung and also played on recorders.</p> <p>Additional songs, dances and stories would be used if additional time is available.</p>	<p>Islamic families within the school community will be invited to share experiences with music and dance that reflect their culture. This invitation will be made in several ways: through an article in the school newspaper, by a posting on the music page of the school website, and by sending home letters with the students. Of course, families who are not Islamic but have knowledge of this culture would also be welcomed.</p> <p>The sharing could take many forms, such as an instrument a family member can play, a song or dance that has special meaning for a family, a CD made in an Islamic country, a video from a family event.</p> <p>Stories will be sought that reflect the culture in the countries from which these children come. The school librarian and the Islamic families will be used as resources.</p>	<p>At the beginning of the unit, students will be asked questions such as what they think the word "Islamic" means and what they think of when I say the word " Arab."</p> <p>Near the end of the unit, students will be asked if they have changed their ideas about the answers to the questions asked earlier.</p> <p>If a classroom teacher is interested in collaborating on part of this unit, the students could write about their changed ideas. Such ideas could take the form of a letter to other classes in the school or could be expressed at a school assembly which could also include informal performances of the musical ideas the students have learned.</p>

3 Middle School Lessons

3.1 Language Arts

3.1.1 “My Name” from The House on Mango Street by Sandra Cisneros

Objectives:

To identify Cisneros’ attitudes toward her name personally and culturally

To have student identify their attitudes to their names and explore cultural meaning behind our attitudes

Multicultural	Culturally Relevant	Anti-Racist
<p>Introduce “My Name” and Cisneros.</p> <p>Students will read chapter aloud and identify author’s facts and feelings about her name</p> <p>Students will examine possible reasons for Cisneros’s feelings</p> <p>Students will explore what cultural clues might cause Cisneros to feel as she does</p> <p>Students will be provided with background information on Hispanic culture</p> <p>Lesson will Culminate with full class discussion on cultural connections and cross-cultural connections.</p> <p>Students will hear and discuss other cultural perspectives</p>	<p>Students will write about their names: facts and feelings</p> <p>Has their name ever been mispronounced or misspelled?</p> <p>Have people made judgments about them because of their name?</p> <p>Do they have a nickname they prefer and why? Can only certain people use that nickname?</p> <p>Were they named after a special person?</p> <p>Students will share ideas with table mates</p> <p>Students will explore perspectives of themselves and their cultures</p> <p>Students will build artifact boxes with personal, family, and cultural mementos to share and display</p> <p>Students will honor each culture through sharing of stories and personal connections in the artifact box</p>	<p>Students will have the opportunity to share their personal experiences of oppression and empowerment</p> <p>Students will discuss why some cultures might feel oppressed and why others might be advantaged</p> <p>Students will think about what images and stereotypes might be evoked by different names.</p> <p>Students will discuss the power of a name and think about what each name tells us of the history and experiences of a person and of a group</p> <p>Students will explore what is just or unjust about how we judge names and how people are treated because of their name</p> <p>Students will brainstorm ways to be an ally and support people from different cultures</p>

Developed by Angie Corbet

3.1.2 Whose Voice is Being Heard?

Objectives of Lesson:

Students will gain a greater understanding of how to identify authentic voices in biographies and what those voices are saying.

Grade 8 Library/English/Social Studies collaborative outside reading project. This is to be introduced during the latter part of the African American segment of the social studies curriculum.

Developed by Sally Clutter Fall 2004

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Preceding the reading assignment the students will read two biographical excerpts handed out in class. As a class activity with the teacher they will compare each reading and look at the similarities and differences in:</p> <p>Factual presentation (accuracy) Tone (i.e. matter-of-fact, passionate) Presentation of personal or professional struggle</p> <p>Students will choose a title from the following list of biographies and autobiographies for their project.</p> <p>I Know Why the Caged Bird Sings (Maya Angelou) Bad Boy: A Memoir by Walter Dean Myers Through My Eyes (Ruby Bridges) Leon's Story (autobiography) Ida B. Wells: Mother of the Civil Rights Movement (Dennis Fradin) Anthony Burns: The Defeat and Triumph of a Fugitive Slave (Virginia Hamilton) The Voice That Challenged a Nation (Marian Anderson) by Russell Freedman Rosa Parks: My Story The Will and The Way (Paul R. Williams, architect) by Karen Hudson, Paul's granddaughter Sorrow's Kitchen (Zora Neale Hurston by Mary E. Lyons) The Life and Times of Frederick Douglass The Life of Olaudah Equiano</p> <p>Challenging titles:</p> <p>The Big Sea (Langston Hughes) The Autobiography of Malcolm X Warriors Don't Cry: Searing Memoir of the Battle to Integrate Little Rock Melba Patilla Beals</p> <p>During the reading be thinking of:</p> <p>Authorship (self, White, African-American, other) Visuals (relevant, authentic, do they add depth, meaning, etc. or not) Quotes and original material (if it is not an Autobiography)</p>	<p>Choose one of the following topics and write a 5 paragraph essay:</p> <p>Choose one significant time in the life of your person and show how racial prejudice may have prevented success and /or threatened survival. or Read the African American timeline (handed out in class) and identify the chronological era of your person. Has the author of the biography captured how your person was racially limited or confined by the time period? Use examples from the book. or Read an encyclopedia article on your person. How does the article differ from the biography when describing one or two significant experiences in the life of your person? Keep in mind the three criteria for comparison discussed in class: factual presentation, tone and description of personal or professional struggle.</p> <p>Artistic projects: (includes presentation) Put together a poster using visuals (both real and symbolic) that represent the life and struggles of the person featured in your biography. or Create a mobile that represents the major events and personal struggles in your person's life.</p>	<p>Class discussion questions: Be prepared to respond to one of these questions in class as they apply to your biography.</p> <p>Were there any White allies in the life of your person? What effect did this have on his or her success or survival?</p> <p>How was the person in your book affected by white adversaries and/or institutional racism?</p> <p>If your person is not contemporary, would his or her life be different if they lived today?</p> <p>If you were a citizen during the time of your person, what could you have done to be an ally?</p> <p>Note: This lesson plan is an extension of my tenacity proposal and since I am not in a classroom situation, I have created a collaborative scenario with English and Social Studies. In this plan I would be selecting and book talking the titles.</p>

3.1.3 To Kill a Mockingbird

This might be adapted for other books such as Roll of Thunder, Hear My Cry or I am Rosemarie

Developed by Kathi O’Sullivan

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will share what they know of why people immigrated to America, who was already here and who was brought here by force.</p> <p>They will discuss how different groups were treated.</p> <p>In small groups Students will research and develop historical time lines that point out the treatment of different racial and cultural groups</p> <p>Students will research activities from “Black Lies” White Lies” to better understand how connotations in our language perpetuate racism. Other activities on the difference between denotation and connotation and or on color symbolism may also be used</p> <p>Students will define:</p> <p>Racism</p> <p>Prejudice</p> <p>Discrimination</p> <p>What is a hero?</p> <p>Using the “Boxes” Activity students will understand the difference between Active racism, Passive racism and Active Anti-racism</p> <p>Students will find resources portraying heroes who have fought prejudice and oppression during the time period of 1930’s to the present</p> <p>Resources:</p> <p>Internet</p> <p>Library</p> <p>Use of Inspiration computer program and other graphic organizers to link ideas</p>	<p>Students will write a story about either:</p> <p>A personal experience which they feel was based on racism or prejudice</p> <p>or</p> <p>Describe someone they know personally who they think is a hero and who took a stand against prejudice and oppression</p> <p>Using their understanding of the “Boxes” students will identify the different actions of the characters in the book</p> <p>Using various methods (either a debate, a writing assignment, etc) students will respond to Atticus Finch’s quote about not ever knowing how someone feels unless you have walked in their shoes and then give a response from Tom Robinson’s point of view</p> <p>There will be some small group discussion, some concrete or hands-on activities as well as several higher thinking assignments: vocabulary, compare and contrast, etc.</p> <p>Students will have different options of assignments for presenting their understanding of the material thus allowing for different learning styles</p>	<p>Students will discuss who is advantaged and disadvantaged in our society.</p> <p>Students will discuss relationships between different groups in our own school. Who is included? Who is excluded?</p> <p>Students will examine stories in the news today that deal with the treatment of different groups.</p> <p>Students will debate whether the premise of “all are equal” is true in all aspects of our society today.</p> <p>Students will discuss who was marginalized in our society and how they might have felt. What actions would they take? What actions would they want their allies to take?</p>

3.1.4 Elements of Poetry – Grade 6

Objective of Lesson

To help students analyze the meaning of different poems

To examine what elements are included and how those elements affect the message of the poet

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Select poems that reflect all students' experiences, not most of them. Selection of poems from; Laurence Yep (Asian) Fransisco Jiminez (Latino) Eh-Yeh-Surre (Native American)	Encourage students to make true-text-to-self connections. Explore how chosen poems reflect the experiences and lives of students. Have students write their own poems, which tell stories from their lives. Encourage students to share their own poetry.	Discuss with students the importance of finding poetry that reflects all students. Encourage students to think about what it means if textbooks do not include authors of color. What actions can students take? Analyze poems for examples of oppression and injustice and discuss how they were faced and combated.

This lesson was adapted from the work of Michel E McAllister who took the EMI course in Belmont in Spring 2002.

Mr. McAllister writes:

When I first approached the unit last year, and again this year, I appreciated the poems that were chosen, since they reflected the experiences of average everyday sixth graders... What I began to see, however, as I looked back through the textbook selections, was that almost none of the poems reflected the experiences of students of color. In fact, the reason that I liked many of the poems was they reflected the experiences of many of my own life experiences as a young sixth grader. To be more accurate, however, they reflect the experiences of a typical white 6th grader.

3.2 Science Lessons

3.2.1 Uses of Scientific Knowledge to People in Science

Objectives of Lesson:

To understand the stereotypes about “scientists”

To help students address the stereotypes and understand how they developed

To identify what professions use knowledge of science

To understand and be empathetic to the experience and struggles of scientists of color before the Civil rights era

Grades: Middle or High School created by Jerilynn Glaszcz 2002

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will read a short biography of Dr. Charles Drew</p> <p>Students will write a journal entry from the voice of a family (He was in an automobile accident and was refused admission to a “white” hospital)</p> <p>Students will research the biographies of other scientists of color and share their experiences, the obstacles they faced and how they triumphed.</p>	<p>Students will be given crayons and markers and asked to draw what they think of when they hear the word “scientist” (what does person look like and what is in the person’s immediate environment)</p> <p>Students will share pictures and create a list of common characteristics they notice between all the pictures</p> <p>Students will work in pairs and develop a list of people in society who use science in their jobs</p> <p>Students will draw a new picture of a person who uses science in their career and does not fit into the stereotype</p> <p>Students will share their journal entries and think about and list the emotions they would feel if what happened to Dr. Drew happened to one of their family members.</p>	<p>After examining pictures and sharing similarities students will be introduced to the word stereotype.</p> <p>They will be asked:</p> <p>Where does this stereotype come from?</p> <p>Who is omitted if we think about scientists using this stereotypes</p> <p>How does this stereotype hurt all people?</p> <p>Why do we have this stereotype?</p> <p>Students will discuss:</p> <p>How do stereotypes cause discrimination?</p> <p>Who benefits from these stereotypes?</p> <p>Why do we not know of many scientist of color?</p> <p>How is this a form of racism?</p> <p>What does this lack of knowledge do to hurt society?</p> <p>What can we do to make sure the stories and experiences of men like Dr. Drew do not ever happen again?</p> <p>What obstacles to you think scientists of color face in today’s society?</p> <p>What actions can we take to be allies?</p>

3.2.2 Nutrition

Objectives of Lesson

To introduce the three main nutrients found in all foods, and the role of each nutrient in the human body

To help students understand which foods have which nutrients

To help students apply their understanding of nutrients to their own diets

To introduce students to a variety of foods and a variety of ways to obtain proper nutrients.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Display in room: Packaging from foods from different countries and menus from different ethnic restaurants. Use the packaging from these multi-ethnic foods to learn how to read and analyze nutrition labels. Use recipes from many different cultures to analyze nutritional content of different meals.	Students will keep a diary of their food habits and then analyze them for nutritional content. Students will bring in a favorite family recipe. Notice the similarities and differences of the recipes. Recipes will be compiled into a menu from which students need to create 3 meals for a nutritionally balanced day. Recipes will be collected into a class recipe book.	Analyze food and nutrition distribution in the world. Which countries are the major producers of certain nutrients? How are the foods marketed internationally? Which countries' populations are lacking sources of major nutrients? What, if anything is being done to help them? Examine how embargos have effected the nutritional resources of some countries (especially Iraq, currently) Use a debate format to explore the pros and cons of these embargos

Developed by Becky Blumenthal 2002

3.2.3 Water

Objectives of Lesson

To introduce students to new perspectives and ways of examining different scientific information
To help students appreciate the ramifications of different actions

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Perspectives to include: British Columbia (Hydroelectric) Alaska/Antarctica China Hawaii (where climate has adjusted to 11 days of rain per year) Drought Areas Resources: National Geographic Magazines	List all the forms of water you have seen/used in the last 24 hours...week...month...year. How would your life be different, if you did not have access to water for 24 hours...a week...a month...a year? Write, tell, or illustrate a story about water.	Historically: What are the different forms of water found in the world? How do living organisms use water? How are climates effected by too much, to little, or predictable precipitation Present day: Where in the world is water a limited resource? Who is being affected? What can you do?

Developed by Claudia Fox Tree, an Emi Instructor

3.2.4 Oil

Objective of Lesson

To introduce students to new perspectives and ways of examining different scientific information

To help student appreciate the ramifications of different actions

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Perspectives to include: Venezuela Oman, Arabia Alaska U.S. Resources: National Geographic Magazines	List all the forms of oil you have seen/used in the last 24 hours...week...month...year. How would your life be different, if you did not have access to oil for 24 hours...a week...a month...a year?	Historically: Who imports oil? From where? Who exports oil? From where? To home? How is oil located, processed, distributed? What are the short term/long term repercussions of oil refining and exploitation? Who is disadvantaged? How? Present day: Who is still benefiting? How? Why? Who is still disadvantaged from oil, its exploitations, or its corollary operations (refining)? How? Why? What can you do?

Developed by Claudia Fox Tree, an Emi Instructor

3.2.5 Astronomy - Moon

Objectives of Lesson

To introduce students to new perspectives and ways of examining different scientific information
To help student appreciate the ramifications of different actions

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Perspectives to include: Native American- Plains</p> <p>“Western World”</p> <p>African</p> <p>Chinese</p> <p>Mayan</p> <p>Resources: 13 Moons on Turtle’s Back (symbolizes the passing of one year) Handouts with moon phases Handouts with Native American names for different moons</p>	<p>What stories or theories have you ever heard about the moon?</p> <p>Describe one story about the moon that has been passed on to you by oral or written tradition</p> <p>How does your family measure and symbolize (mark, celebrate) the passing of a “year”. Define “family” any way you wish.</p> <p>What does the word “moon” mean to you and your family?</p> <p>Make your own personal “Moon Calendar”. Describe 13 moons that are relevant to a year of your life.</p>	<p>Historically: How did different people document a year?</p> <p>How did different people describe the phases of the moon?</p> <p>How were the phases of the moon used?</p> <p>Who were the leaders in this field for their own people?</p> <p>Present day: Whose perspective on the moon do we know the most about? Why?</p> <p>Who is a present day leader/role model in this field for their people?</p> <p>What cultural racism exists related to the study of the moon?</p> <p>What institutionalized racism exists related to the study of the moon?</p>

Developed by Claudia Fox Tree, an Emi Instructor

3.2.6 Winds & Ocean Currents

Objectives of Lesson

To introduce students to new perspectives and information on wind and ocean currents

To help students understand how knowledge is constructed

To help student appreciate the ramifications of different actions

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Perspectives to include:</p> <p>Black Explorers</p> <p>Cortez (Blacks were in the crew)</p> <p>Balboa (Nufo de Olano)</p> <p>Alarcon and Coronado (Blacks were in crew)</p> <p>Estivanico (opening of New Mexico and Arizona)</p> <p>First settler at Chickagoa, Chicago as described by Native Americans</p> <p>Jean Baptiste Point du Sable (French-African in Chicago)</p> <p>Columbus (Trade Winds/Westerlies)</p> <p>Samuel Taylor Coleridge (Rime of the Ancient Mariner Part 2)</p> <p>Benjamin Franklin (Horse Latitudes)</p> <p>Henry the Navigator sends Antonia Gonsalves (1441, Portugal & Spain begin slave trade)</p> <p>Caribbean (Jamaica – sugar cane)</p> <p>Enslaved people during Middle Passage</p> <p>Resources:</p> <p>Handouts</p> <p>Wind and Currents Text chapter 12</p> <p>Map of Columbus’s ocean routes</p> <p>Map of triangular slave trade</p>	<p>What stories or theories have you ever heard about the moon?</p> <p>Describe one story about the moon that has been passed on to you by oral or written tradition</p> <p>How does your family measure and symbolize (mark, celebrate) the passing of a “year”. Define “family” any way you wish.</p> <p>What does the word “moon” mean to you and your family? Define “family” any way you wish. Please be appropriate.</p> <p>Make your own personal “Moon Calendar”.</p> <p>Describe 13 moons that are relevant to a year of your life.</p>	<p>Historically:</p> <p>In the 15th thru 19th centuries:</p> <p>Who was benefiting from ocean travel? How were they benefiting?</p> <p>What wind/ocean currents were being used?</p> <p>Who was disadvantaged? How?</p> <p>Who was the leader for their own people?</p> <p>Who was an active anti-racist?</p> <p>Solve these mysteries:</p> <p>What caused the winds which Columbus used to sail to America (trade) & back to Spain (Westerlies)</p> <p>Why did it take ships longer to make the journey from England to New York than England to Rhode Island?</p> <p>What do you notice about the direction of the ocean current in the northern or southern hemisphere?</p> <p>What route is missing in the Triangular trade map? Why?</p> <p>From 1441-1863 (Emancipation Proclamation), how many human lives were lost at sea during the period of “enslavement”?</p> <p>What do you think happened to the ecosystem during these years (animals, plants, ocean)?</p> <p>Present day:</p> <p>Who still benefits as a result of this event? How?</p> <p>Who is still disadvantaged as a result of this event? How?</p> <p>What cultural racism exists related to this event or the people involved?</p> <p>What institutionalized racism exists related to this event or the people involved?</p>

Developed by Claudia Fox Tree, an Emi Instructor

3.2.7 The Significance of Seasons

Objective of Lesson:

To enhance knowledge of the four seasons from a multicultural perspective

Developed by Julie Walker and Pam Sanderson

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will learn about the position of the sun, Earth and moon in order to understand the reason for seasons</p> <p>Students will discuss the importance of the four seasons on different cultures: Native American, Asian, African, European, North American, South American, etc.</p> <p>Students will do historical research to determine how seasons vary at different latitudes (different cultures experience different seasons)</p> <p>Resources: Lab simulations focusing on the motion and position of Earth, moon and sun Video: Bill Nye the Science Guy “Seasons”</p>	<p>Students will write journal entries and answer the following: What do you already know about why we experience seasons in New England? Describe any experiences you may have had in places with different seasonal changes. What stories have you read that describe seasons in different parts of the world? What is your favorite season and why? Do you have certain traditions that celebrate the different seasons? What are they? Group project: Each group of 4 students will draw a different line of latitude (other than 42N) from a hat. They will look on a globe to decide on a specific country located at their latitude. Each group will be responsible for researching the climate and seasonal variations of that group. As a group they will create a Travel Guide, indicating the seasonal variations that occur on each Solstice and Equinox.</p> <p>The Travel Guide will include: Quotes from people native to that country regarding the significance of the seasons they experience and ways in which they acknowledge and celebrate the seasons. What holidays are related to the different seasons What special foods or symbols are used in the celebration and why.</p>	<p>After students learn the significance of seasons in different cultures, they must contemplate the following questions: Why were the seasons so worthy of celebration in certain cultures? Were all people included in these celebrations? Why would some people be left out? How do you think they felt? Why might some people be oppressed by the celebrations? Why have many cultural holidays based on seasons been forgotten? Or, Why don't seasonal holidays of the past have the same significance today? What information does your textbook offer about the seasons in other parts of the world? Are the values and customs of the other cultures discussed in the section on seasons? What scientists are mentioned in the connection with the seasons? Who else might be mentioned as someone who understands and studies the different seasons and their significance? Are any women scientist or scientists of color mentioned? Why do you suppose this is? Why is having a diversity of information in a text important? Why is it important to learn about the importance of the seasons through the eyes of different cultures? What can you do to learn more?</p>

3.2.8 History of Medicine

Objectives of Lesson

To highlight persons who broke through political and social barriers to become educated and participate in the field of medicine.

To demonstrate to students what was going on simultaneously around the world in terms of medical understanding and practice, i.e. the sophistication of Chinese and Egyptian practices at the time when Northern Europe and North America had essentially no useful knowledge.

To address the broadest interpretation of the definition of medicine

This lesson was designed as “A School health Room Bulletin Board project” but could also be used by science teachers

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Students will research and create a Timeline that includes the healing methods that have been practiced for centuries in different forms throughout the world. Students will brainstorm ways the field of medicine is derived not just from science but from culture as well. Students will discuss how the economic, agricultural and social conditions of a culture, along with intellectual accomplishments and religious values have all impacted the development of medicine within the different societies. Students will discuss similarities and differences in the different practices.	Define and describe the role of the following: Medicine Doctor Nurses Healer Shaman Herbalist Midwives Spiritual guides What do we think of when we think of a doctor? What do we think of when we think of alternative or non-traditional medical practices? Why is it considered alternative or non-traditional? What images do we see on T.V. and in the media of different medical practices? Ask students to share (if they want to) any experiences or knowledge they have had with different medical and healing practices	Why do we think of the history of medicine as defined by the sum of accomplishments of European and Euro-American men? What amazed you most when reviewing the Timeline? What obstacles do you think different societies had to overcome? How did they overcome them? What obstacles do practitioners of alternative medicines have to overcome in today's society?

Developed by Pam Pierce

3.3 Social Studies Lessons

3.3.1 American Revolution

Objective of Lesson:

Objective is for students to understand why the revolution happened and how it affected all people living in the 13 colonies.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will discuss who the important people involved in the American Revolution were including women, Native Americans, Africans and their accomplishments</p> <p>Students will write a newspaper article describing the “winners” and the “losers” of the Revolution.</p> <p>Students will research the Declaration of Independence and the Constitution – discuss how it did not include all people (women, NA, Africans, etc) Rewrite it so it does</p> <p>Students will look at newspaper articles from French, British, American, Spanish perspectives and compare and contrast them. How and why are they perspective different?</p>	<p>Students will debate the pros and cons of the American Revolution</p> <p>Students will write letters back and forth between the American and British discussing: pre, during, and post revolution</p> <p>Students will discuss why people revolt</p> <p>Students will think about and share times they may have wanted to revolt. What were the causes? What were the risks? What actions did they take?</p> <p>Students will write and perform skits on the major battles and its importance from the perspectives of all the different people involved– all fighting must take place off stage</p>	<p>Students will discuss how the British policies affected the Revolution and those people living in the 13 colonies Who were advantaged? Who were disadvantaged?</p> <p>Students will discuss other revolutions that have taken place in other countries, this country, during student’s lives.</p> <p>Why do groups of people still need to fight for their rights? What can their allies do?</p> <p>What would you fight for?</p> <p>What is a leader? What are the characteristics of a good leader?</p>

Developed by Stephanie Cohen

3.3.2 Immigration

Start with a renaming of topic:
Being in and Coming to America

Objectives of Lesson

To help students recognize the different experiences connected to immigration
To help students understand why it is important to hear all the different voices

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Discuss the different places people came from. Define terminology: immigrant, indentured servant, enslaved African. What were the reasons people came? Was it by choice or were they forced? Who was already here? How were they impacted by immigration, colonization? What were the different ways people used to travel to America? Discuss the differences Where did people choose to settle? Discuss the reasons. Discuss issues of adoption from another country How does past experiences impact what is happening today? Develop a parallel timeline that identifies events around the world that coincides with immigration patterns	Provide choices for students which could include following activities: Interview a family member or neighbor Write a fictional story about coming to or being in America Read a story Think about how you would feel if you were forced to leave your home. Think about how you would feel if your neighborhood was taken over by others. Discuss what we bring when we immigrate? How is culture maintained? What do we lose or what is taken? How are people who are already here included?	Discuss who benefited historically and who was disadvantaged Who still benefits and why? Who is immigrating to American presently? Discuss why and what you think their experience is. Examine stories in the news on immigration How can students take action What is the history of legislation on immigration? How is it connected to the oppression of different groups of people? What are the laws today and how do they affect different groups of people?

Developed by Spring 2001 Emi Course in Lincoln

3.3.3 Antebellum History

Objective of Lesson

To increase student awareness of the history of racial groups and sectional divisions before the Civil War

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will examine what resources are being used to study this time period</p> <p>Students will learn the importance of using primary sources by reading slave narratives as well as speeches by abolitionists and southern pro-slavery articles.</p> <p>Students will explore the idea of slavery, abolition, anti-slavery, and women's rights from the perspective of all people who lived in the North and South between 1830-1860</p> <p>Students will research how Native Americans and other people of color were affected by the events of this time</p> <p>Students will discuss the attitudes of poor white southerners and why they might have supported the system of slavery even if they did not own slaves</p>	<p>Students will share what they know of this time period</p> <p>Students will discuss the events during the Civil Rights movement and current controversies such as the use of the confederate flag in South Carolina and relate them to this period of time in history (1830-1860)</p> <p>Students will think about their own families history and how it does or does not reflect the events of this time period</p> <p>Students will be divided into groups to become experts on one universal for this time period in the two regions.</p> <p>Students will work together and do research, write a play, and provide a refreshment which is representative of the food eaten in the nineteenth century</p> <p>Students will have multiple ways to demonstrate an understanding of how different groups lived during this time period.</p>	<p>Students will discuss the following:</p> <p>What the societies were like that the enslaved Africans were stolen from</p> <p>Why there was a hierarchy</p> <p>Who benefited from the hierarchy</p> <p>Who benefited historically and who was disadvantaged</p> <p>How might the legacy of slavery impact today</p> <p>Where is there slavery still in the world today, and what can be done to challenge it</p> <p>Why we have affirmative action</p> <p>Does affirmative action work</p> <p>What the movement of reparations is about</p> <p>Can that movement work to repay they past injustices</p> <p>How symbols and mascots that reflect this time in history might be oppressive to certain groups</p> <p>What can we do as allies to help</p>

Developed by Tammy Fox

3.3.4 1490's Caribbean

Objectives of Lesson

To introduce students to new perspectives and information on the history of the Caribbean

To help students understand how knowledge is constructed

To help student appreciate the ramifications of different actions

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Perspectives to include:</p> <p>Arawak/Taino</p> <p>Anacaona and Caonabo</p> <p>Hatuay</p> <p>Enrique</p> <p>Columbus</p> <p>Bartolome</p> <p>Moors</p> <p>Jews</p> <p>Queen Isabella and King Ferdinand</p> <p>Resources:</p> <p>Books</p> <p>Videos</p> <p>Speaker(s)</p>	<p>Interview a member of your family about a personal loss of cultural heritage.</p> <p>Define “family” and “cultural heritage” any way you wish.</p>	<p>Historically in the 1490's:</p> <p>Who benefited? How?</p> <p>Who was disadvantaged? How?</p> <p>Who was the leader for their own people?</p> <p>Who was an active anti-racist?</p> <p>Present day:</p> <p>Who still benefits as a result of this event? How?</p> <p>Who is still disadvantaged as a result of this event? How?</p> <p>Who is a present day leader/role model for their people?</p> <p>What cultural racism exists related to this event or the people involved?</p> <p>What institutionalized racism exists related to this event or the people involved?</p> <p>Brainstorm a list of actions we wish would happen. Choose which one(s) we, as a class or an individual can do and do it!</p>

Developed by Claudia Fox Tree, an Emi Instructor

3.4 World Language Lessons

3.4.1 Creating Travel Brochures

Objective of Lesson: Students will create travel brochures in a word processing program. Each student will select a French or Spanish speaking city, depending on the language he or she is studying in school.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will create a list of cities to explore using the ones they immediately thought of and the one provided by the teacher.</p> <p>Class discussion will take place involving why it is important to find articles/books/web sites written by people who are actually from those cities.</p> <p>Discussion will take place involving the importance of a writer's perspective, and why it is necessary to get a variety of sources. Whose voices are heard in these sources? Are their other voices that might not be heard?</p> <p>Students will select a city and create a Travel Brochure that describes the different aspects of that city (foods, landmarks, music, fashion, etc.)</p> <p>Students will research their cities and gather information that they determine is accurate and appropriate to be included in their brochures.</p>	<p>Students will be asked where they or their family members have traveled.</p> <p>Students will share movies they have seen or books that they have read that describe different cities</p> <p>Students will list as many cities they can think of where French and Spanish are spoken. I will then provide a large list of not so commonly known cities as well.</p> <p>Students will discuss why some cities are more well known</p> <p>We will discuss whether students have traveled to places where English was not the first language.</p> <p>We will talk about why some Americans feel that people in other countries should just know English.</p>	<p>Students will become aware of the large number of places where French and Spanish are spoken.</p> <p>Students will have the opportunity to share what their personal family languages are.</p> <p>We will discuss why having a home language is important, and how it feels to not be able to speak the language as either a visitor or resident.</p> <p>Students will research why people in their cities speak the languages that they do (origins).</p> <p>Students will think about possible stereotypes that are held about the different cities. How can their travel brochure work to dispel those stereotypes?</p> <p>Students will compare some of the different aspects of their cities and think about if there are groups in the different cities that are less advantaged, why that is and what they can do as allies.</p>

Developed by Michelle Zinner

3.5 Visual Art Lessons

3.5.1 Sixth Grade Visual Arts

Objectives of Lesson:

Create a Multifaceted Clay Slab Vessel Related to an “Ancient” Myth the Explain the Unexplainable

Developed by Francesca Bini Bischisecchi

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>“What is Art?”</p> <p>Students will bring in small examples of what he/she thinks art is.</p> <p>Students will discuss and share ideas about art objects.</p> <p>Photograph and or copy art objects to display and continue to enjoy</p> <p>Display images of ancient art and artist at work.</p> <p>Show slides of ancient clay vessels from a variety of cultures.</p> <p>Have students guess how the ancient clay vessels and their parts were used.</p> <p>Help students understand the similarities, differences and importance of each piece.</p> <p>Help students identify and discover cultural patterns and symbols in the various pieces</p> <p>Show video or slides on how art pieces were made.</p> <p>Discuss how similar methods were used in different parts of the world to construct the art pieces</p> <p>Show contemporary videos of artists making clay vessels in traditional ways</p> <p>Resources:</p> <p>Slides of Ancient clay vessels from around the world</p> <p>Rubric on writing a myth</p> <p>Video of artists working</p>	<p>Display photographs and news clippings of current artists at work, especially artists who live and work in the students’ community.</p> <p>Encourage students to bring in or share examples of clay vessels they may have at home. Where did they come from? Who made them?</p> <p>Include in class discussions why we like or dislike certain images.</p> <p>Discuss any special implements or clay vessels that are special to their culture and how are they used.</p> <p>Refer to the images and relate stories throughout the studio project.</p> <p>Encourage students to mine their own personal stories and symbols in creating the textures, patterns and all over design of their clay vessel Encourage personal color choice in the decoration of the vessel.</p> <p>Encourage modern myth and true story telling through daily art statements. Invite written reflections in prose and poetry about their work.</p> <p>Invite adult poet/artist to exchange writing and art (including clay vessels) with students</p> <p>In order to encourage successful completion of the project Check on each student very time the class meets and give constructive and positive comments.</p> <p>Remind students every class period what is expected in the assignment verbally, on the board and personally.</p> <p>Celebrate students success by having students share their work with each other and by displaying the work for others in the school to see</p> <p>Resources:</p> <p>Art resources and stories from the homes of students</p>	<p>After viewing slides of various clay vessels have students guess functions from the design of ancient pottery as related to ritual and everyday usage. What stories do they tell of the society that created them?</p> <p>Discuss and demonstrate pottery decoration. Discuss how art and art objects may be used to promote positive and negative ideas.</p> <p>Ongoing discussion:</p> <p>How art forms and decorations can be uplifting or hurtful to others.</p> <p>Show ADL symbols of hate and examples of student art from Rethinking Schools</p> <p>What obstacles might artists have to overcome?</p> <p>Exchange students’ images of two and three dimension art and writing online with students from schools in other areas of the country and the world.</p> <p>Resources:</p> <p>Anti Defamation League: http://www.adl.org/hate_symbols/default.asp</p> <p>Rethinking Schools OnLine: http://www.rethinkingschools.org/archive/17_02/RGArt.shtml</p>

	Local artists	
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3.5.2 Middle School Art

Objectives of Lesson

To help students recognize and appreciate different forms of art
To increase students awareness of artists of color

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Define what we think of when we think of “art”.</p> <p>Discuss the different forms of art that students can think of.</p> <p>Think about where we find art</p> <p>Think about what the art represents to different cultures.</p> <p>What stories are told through the art form?</p> <p>Highlight different artists of color</p> <p>Have students’ research the lives of various artists.</p> <p>Invite local artists of color to the classroom to share their art.</p> <p>Visit museums or view slides that represent different art forms from different cultures.</p> <p>Develop an art library and collection that reflects art from different mediums and different artists.</p> <p>Have a multicultural Art Exhibit.</p> <p>Resources:</p> <p>Various books on different artists</p> <p>Local museums</p> <p>The students</p>	<p>Have students share what type of art they have in their homes and who the artists are.</p> <p>Explore the different art mediums and discuss which ones the students like to look at and which ones they like to create.</p> <p>Find different forms of art from your neighborhood.</p> <p>Have students complete an art project from a medium that is new to them.</p>	<p>Research museum art texts to see what art is represented and what artists.</p> <p>Have students discuss what art forms are not included.</p> <p>Have students discuss what artists are missing.</p> <p>Explore the reasons why some art forms and artists are not included in museum exhibits and art textbooks.</p> <p>Students will share their research papers on the different artists and compare and contrast the obstacles they had to confront. Discuss the reasons for the different experiences.</p> <p>Have students write letters to Museums and textbook companies to express their interest in seeing more artists of color included.</p> <p>What cultural racism exists related to the study of art?</p> <p>What institutionalized racism exists related to the study of art?</p>

4 High School Lessons

4.1 Math Lessons

4.1.1 Algebra 2 - Systems of Equations

Objective of Lesson: To learn the four methods (Graphing, Substitution, Linear Combination, and Determinants) for solving a system of equations with two or three variables and when some methods are more easily applied than others.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Group students into groups of 4, as equal in number of girls and boys, and as culturally diverse as possible.</p> <p>Explain/demonstrate on the board the four different methods for solving a system of equations. (Students have had exposure to three of the methods in Algebra 1. Determinants are new to Algebra 2 students and a lesson teaching the use of them will have been given previously.)</p> <p>Assign the same system of equations to each group, but each group will be assigned a specific method to solve it.</p> <p>The students will use one of the models on the board, or use examples in the book to work out the problem and teach each other how to solve.</p> <p>One person from each group will be chosen to go to the board and demonstrate to the rest of the class the method their group used.</p>	<p>Discuss the pros and cons of each method used to solve the system of equations given.</p> <p>Discuss how problems in the real world may have more than one way to solve them.</p> <p>Discuss how there is no “right” or “wrong” way to solve a problem, but some methods are more conducive or easier to use depending on the system of equations given.</p> <p>Have two students from each group move to a different group, maintaining as gender balanced and culturally diverse groups as possible.</p> <p>Assign a new system of equations to each group and change the method each group has to use.</p> <p>Repeat the process of having a representative from each group demonstrate their method on the board and explain it to the rest of the class.</p>	<p>Discuss how this process of trying different methods and teaching peers about one’s method is important in the workplace.</p> <p>Discuss how everyone should be receptive to listening to others’ point of view or that there may be no “right” or “wrong” way to do things, just a more efficient way.</p> <p>Give each group a challenging culturally relevant word problem that requires a system of equations to solve. They can use the method of their choice, but must work out the problem within their group.</p> <p>A representative from each group will then demonstrate the method their group used and explain it to the rest of the class.</p> <p>Homework employing equal doses of the four methods will be assigned.</p>

Developed by Dottie Blake

4.1.2 A Mathematical Investigation Using the Work Of Howard Lewis Latimer

Objectives:

To provide students with mathematical and scientific information while challenging them to think about the history of a famous (but not always known) African American inventor.

Overview:

Students read and respond to questions about the life and mathematical works of Lewis Howard Latimer. A mathematical formula is used to calculate the intensity of light given the distance from a given light source. Students are asked to describe the pattern they see and also graph the values.

Duties:

Reader will read biography to the group

Scribe will complete the worksheet and history connection questions

Listener will compute figures for the worksheet

Materials Manager will distribute materials to the group and collect them at the end of the activity

Materials:

Latimer Biography

Latimer Worksheet

Calculator & Graph paper

Ruler, Pencil & Paper

Directions:

Complete the reading on the biography of Lewis Latimer

Complete the Latimer Worksheet

Complete graph using graph paper labeling distance on the x – axis and intensity on the y-axis

Lewis Howard Latimer Biography

Lewis Howard Latimer (1848-1928) was an African American draftsman, engineer, and inventor. Latimer helped Alexander Graham Bell to develop plans for the first telephone. His most important invention was the development of the first electric light bulb, in which he worked with Thomas Edison. His invention made it possible for households to have lighting. Latimer's invention of the filament was also very important to the light bulb. The filament is the very fine, threadlike material in a light bulb that glows when electricity passes through it. The hotter the filament gets. The brighter the light shines.

Some of Latimer's other accomplishments were that he wrote the first book on electric lighting: A Practical Description of the Edison System. It was published in 1890. This book helped lighting engineers throughout the world. Latimer also made it possible for all railroad cars to have toilets and he improved their electrical lamps. Other achievements included bringing electric lighting to office buildings, homes, subway stations, and railroad cars. Finally in 1918, Latimer was named a character member of the Edison Pioneers, an organization that honored the people considered to be "creators

of the electric industry."

Although Latimer was famous for helping Alexander Graham Bell, Thomas Edison, and creating his own inventions, he still experienced many hardships in his life. Latimer's parents escaped slavery by fleeing from the state of Virginia. When he was only ten years old, Latimer's father deserted the family. His mother then separated his brothers and sisters, sending them to live in foster homes. Latimer then fought in the Union navy during the Civil War and received an honorable discharge.

It is apparent that in spite of all his obstacles, Latimer's hard work and effort paid off.

Lewis Howard Latimer - Student Worksheet

Math and Science Connections

Despite personal and cultural obstacles, Latimer learned and used mathematics to make his discoveries and inventions in the science of electricity (the flow of electrons from one point to another). Without mathematics, no electrical appliance would exist.

Using the formula $\text{Energy} = \text{Power} \times \text{Time}$ a 40-watt light bulb generates 69,000 calories of heat energy in two hours. This is equal to the heat energy (calories) in one month of food.

Another formula deals with how brightly a light is shining. The intensity or brightness of the light coming from an electric lamp or any other source of light is inversely proportional to the square of the distance from the source. This relationship is expressed by the following formula:

$$I = K/D^2$$

In this formula, I is the intensity of the light in a unit called lumens, D is the distance from the light source in meters, and K is the constant of variation.

Use the formula above to complete the table using $K = 3200$.

Distance from Light Source in Meters	Intensity of Light in Lumens
1	
2	
3	
4	

What pattern do you see developing?

Graph the relationship on graph paper using distance as the x-axis and intensity as the y-axis.

Historical Connection

What were some of the personal and cultural difficulties that Latimer faced in his life?

Why do you suppose that Latimer did not let the difficulties that he faced in his life keep him from making something out of himself?

How did he overcome the difficulties?

What makes people different?

Why is Thomas Edison better known than Lewis Latimer is?
Is it right to treat people differently because of skin color?
Then why do people do it?
What can you do to make sure people are treated equally?
Do you think this still happens today?
Do you feel you have to be different at school to fit in?
Why is this so?

*Adapted from the original lesson by Eldred Marshall, Sharon Straughter and Selina Vinson
Developed by Jennifer Weber

This lesson infuses all three aspects of transformative curriculum development and models how math and science lessons can be truly multicultural

4.1.3 Graphing Linear Data - Algebra 1

Grade Level: 9-10

Time: One Class Period

Objectives:

Students will plot data on the Cartesian Coordinate Plane, find the slope of different line segments and write equations of line segments.

Consider the following statistics from the US Census Bureau:

Table #1

Homeowner Rates by Race and Ethnicity of Householder

	1994	1995	1996	1997	1998	1999
US Total	64.0	64.7	65.4	65.7	66.3	66.8
White, total	67.7	68.7	69.1	69.3	70.0	70.5
White, nonhispanic	70.0	70.9	71.7	72.0	72.6	73.2
Black, total	42.3	42.7	44.1	44.8	45.6	46.3
Other race, total 1	47.7	47.2	51.0	52.5	53.0	53.7
American Indian, Aleu	51.7	55.8	51.6	51.7	54.3	56.1
Asian or Pacific Isla	51.3	50.8	50.8	52.8	52.6	53.1
Other	36.1	37.4	NA	NA	NA	NA

{ Beginning in 1996, those answering 'Other' were allocated to one of the White, Black, American Indian, Aleut, or Eskimo (one category), or Asian or Pacific
NA:-Not Applicable.

Table #2

Homeowner Rates by Race and Ethnicity of Householder

Hispanic	41.2	42.1	42.8	43.3	44.7	45.5
Non-Hispanic	65.9	66.7	67.4	67.8	68.3	68.9

Graph the data from Tables #1 and #2 on the same x-y coordinate graph. Label the x-axis with the year and the y-axis with the rate. Connect the data points of each race and ethnicity with a distinctively different series of line segment (using various colors). Record the slope of the data from 1994 to 1999.

What do the graphs have in common? Compare the slopes of the different 1994-1999 line segments? Which are the steepest (greatest slopes)? Which race has the steepest increase

in home ownership? As the years pass and the White population nears 100%, will the gap in home ownership shrink?

Divide the difference from 1994-1999 by the 1994 data for each race or ethnic group. The formula: $(1999 \text{ rate} - 1994 \text{ rate}) / 1994 \text{ rate}$ is the percentage increase in home ownership. Which race or ethnic group has the greatest percentage increase in home ownership?

Write down what you believe the causes for the historical data you studied to be. What are the changes in society which explain any change? What must change in the future to have the graphs become more similar? What actions might you be able to take in the future to facilitate those changes? What personal steps can you take to change the existing gaps in home ownership? What can you do within the work place to change the real estate market? For example, can you make a difference for all students by becoming bankers, real estate agents, builders or community leaders within your own community?

Table #3

Distribution of Median Household Income by Race from US Bureau of the Census.

	1972	1985	2000	2001
White	36510	38226	44226	44517
Black	21311	22742	30439	29470
Hispanic	27552	26803	33447	33565

Graph the data from Table #3 on the same x-y coordinate graph. Label the x-axis with the year and the y-axis with the household income. Connect the data points of each race and ethnicity with a distinctively different series of line segment (using various colors). Record the slope of the data from 1994 to 1999.

What do the graphs have in common? Compare the slopes of the different 1994-1999 line segments? Which are the steepest (greatest slopes)? Which race has the steepest increase in house income? During the years 1972 – 2001, did the gap in house income shrink?

Divide the difference from 1972-2001 by the 1972 data for each race or ethnic group. The formula: $(2001 \text{ income} - 1972 \text{ income}) / 1972 \text{ income}$ is the percentage increase in house income. Which race or ethnic group has the greatest percentage increase in house income?

Write down what you believe the causes for the historical data you studied to be. What are the changes in society which explain any change? What must change in the future to have the graphs become more similar? What actions might you be able to take in the future to facilitate those changes? What personal steps can you take to change the existing gaps in median income? What can you do to ensure that all students enter careers

which are more lucrative? What can you do to make education and greater earning potential possible for all students?

Developed by John Bookis 2004

4.1.4 Foundations of College Prep Mathematics - Ratios, Proportions and Percents

Objective of Lesson: To use a ratio to compare two quantities

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Ask each student to read: “If we shrunk the world to a group of one hundred people...”</p> <p>Put students into groups of three and ask one member of each group to read the paragraph aloud to the members of their group</p> <p>Assign a set of three questions to each groups (all question sets will be different) requiring them to use the paragraph to extrapolate data and form appropriate ratios.</p> <p>Have one person from each group “report out” to the class, their group’s findings for each question</p>	<p>Discuss why it is useful and/or helpful to work with percentages in the real world (i.e. discuss world populations figures, percentages of them, etc.)</p> <p>Discuss how these statistics make students feel about living in America and about living where they do.</p> <p>Ask students to share any experiences they may have had living somewhere other than in America</p> <p>Develop a new questionnaire that would reflect information about the class. These questions would include, race, gender, ethnicity and other categories the students find interesting (these could be hobby, sport, interest related)</p> <p>This new set of data could be used for other groups to formulate ratios</p>	<p>Have students discuss what disparities they recognized.</p> <p>Why do they think that is?</p> <p>What is the impact of the disparities?</p> <p>Why is it useful to know this specific information?</p> <p>What can be done to narrow the disparities? What can students do?</p> <p>What does the author’s final statement mean?</p>

Developed by Marcia Burns-Bedford 2003

A Summary of the World

If we could shrink the Earth's population to a village of precisely 100 people. With all existing human ratios remaining the same, it would look like this:

There would be 57 Asians, 21 Europeans, 14 from the Western Hemisphere (north and South) and 8 Africans

51 would be female; 49 would be male.

70 would be non-white; 30 would be white

70 would be non-Christian; 30 would be Christian

50% of the entire world's wealth would be in the hands of only 6 people and all 6 would be citizen of the United States.

80 would live in substandard housing.

70 would be unable to read.

1 would be near death

1 would be near birth

Only 1 would have a college education

No one would own a computer

When one considers our world from such an incredibly compressed perspective, the need for tolerance and understanding becomes glaringly apparent

Author unknown

4.2 World Language Lessons

4.2.1 Spanish Lesson

Objective: To learn about families of Spanish-speaking countries and compare them to the student's own family.

Developed by Douglas Tran 2004

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Read the La Familia Hispana section in the textbook.</p> <p>Watch video El Quince.</p> <p>Students will have to consider the following as they read and watch the video:</p> <p>List some people who are considered as “family” in a Hispanic family.</p> <p>What is the role of the father?</p> <p>What is the role of the mother?</p> <p>How do the children relate to their parents?</p> <p>How do the brothers and sisters relate to each other?</p> <p>How might a Hispanic 13-year old's birthday party be different from a “typical” American 13-year old's party?</p> <p>Is there such a thing as a “typical birthday party?</p> <p>What are some ways different cultures celebrate special birthdays?</p> <p>List some advantages of having 3 generations under the same roof.</p> <p>What are some disadvantages?</p>	<p>Have students write their definition of “family.” Then ask the students to explain how they arrived at that definition.</p> <p>Have students share stories of a special birthday. What made it special?</p> <p>Have students compare their own families to the Hispanic families.</p> <p>Have whole group discussions.</p> <p>Students will submit their written work at the end of class.</p>	<p>The movie El Quince also deals with some stereotypes of Mexican families. Guide students into discussions about stereotypes and prejudices, using the following questions.</p> <p>What is a stereotype?</p> <p>Where do stereotypes come from?</p> <p>How do stereotypes affect people?</p> <p>What does prejudice mean?</p> <p>How do prejudices develop?</p> <p>How do prejudices affect people?</p> <p>Then lead the class in a discussion about the stereotypes and prejudices that they saw in the movie.</p> <p>Groups of 4 students will be given a sheet of paper with Whites, Blacks, Asians, and Hispanics as categories. They will be asked to list some common stereotypes that they might have or heard about each race. From this list, we will discuss how stereotypes and prejudices can be unfair and harmful to people.</p> <p>Then, ask students in their groups to consider ways that they can help dispel and combat stereotypes and prejudices. Then discuss the groups' responses</p>

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4.2.2 Spanish Class lesson

Objectives:

Watch a movie and then read about the experiences of two Latina girls growing up in the United States - one in Texas, and one in California - and help students compare and contrast their experiences to their own.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Watch the video “Maricela.”</p> <p>Before viewing, give students a list of issues to keep in mind as they watch:</p> <p>After viewing, have students answer some questions as a homework assignment about the film in order to highlight some of the pertinent issues.</p> <ol style="list-style-type: none"> 1. What are some of the reasons Maricela and her mother come to the United States? 3. What is her life like now compared to her life in her country? 4. What sets Maricela apart from the kids at her new school? 5. What do you think about the issue of immigration? <p>Have students read the poem Para Teresa.</p> <ol style="list-style-type: none"> 1. Go through sequence of events. 2. Discuss the meaning of the poem. Ask questions meant to elicit similar information. 	<p>Have students brainstorm what comes to mind when they think of the word "Latino."</p> <p>Discuss the meaning of the terms stereotype and perspective taking.</p> <p>Encourage all students to comment and add to the discussion, make it safe for students of color to contribute.</p> <p>Write a list of all contributions on the board.</p> <p>Ask students to think about some generalizations about their own racial or ethnic group (Jewish, WASP, Latino, African American). Ask them if they think the stereotypes are true for everyone in their group.</p> <p>Discuss possible reasons why stereotypes can be limiting.</p> <p>Have kids think about ethnic/racial groups in their school, and ask them what stereotypes, if any, are made about the members of these groups.</p>	<p>The movie and the poem expose many thoughts and ideas.</p> <p>Ask students to think about and discuss personal experiences with racism and/or prejudice, or to remember any racially motivated events that have affected them.</p> <p>Ask students if they feel there are racial issues at their school, and brainstorm ways in which in which those issues affect all students.</p> <p>Divide class into focus groups to discuss the various issues identified by the brainstorming session. Help to guide the discussions with open-ended questions.</p> <p>Then, have students devise a tentative action plan for each of the points discussed and present their ideas to the rest of the class.</p> <p>Lastly, have students write a reaction paper about their experience and impressions of the entire process.</p>

Developed by Gina Cobin 2004

4.3 Social Science Lessons

4.3.1 Tableau Activity

Developed By Dan Richards

For years I have used the Tableau Activity to help students understand and communicate different emotions, racisms, prejudices, gender relationships, anger, fear and so on. I was first introduced to this activity in a workshop I took through Salem State College. The activity is flexible enough to use in any subject and with the proper guidance, a teacher can communicate any message.

Before beginning this exercise, I define tableau with my students. I have sometimes had them look it up in the dictionary and report back to the class the definition in their own words. We usually settle on a human state as a definition, but extend it to include metaphorical emotional representations.

This is how the exercise works. First, divide the students into groups of four to eight. Give each group an issue, emotion, theme concept or other curricular related idea written on a card, such as discrimination, poverty, racism, gender relationships, scientific phenomenon, mathematical concept, anger, fear and so on. Allow the groups fifteen minutes to decide on a tableau that would represent that theme, issue or concept. Visit each group to coach them with questions: “What are the attributes you want to show? What best illustrates them? As you rehearse your tableau, try some other ways to conveying your ideas.”

Have each group represent its tableau to the class by creating a “snap shot” of a scene with each participant in a particular position. I have the students present their tableaux to me first so I can give them some suggestions in communicating their message. I tell them to create a specific facial expression, position their hand in a way that conveys a message, focus their eyes on a specific location and so on. Each part of their body should be well thought-out to communicate the message. I then have the kids present their tableaux in the middle of the room and have the rest of the class walk around the tableau as if they were at a museum.

We go over museum etiquette, such as one does not touch the sculpture. Now comes the tricky part. Students will usually want to guess right away what the tableau represents. Instead, insist that they describe what they see first. It is important the teacher keeps the students on track. Repeating question can do this. For example, if a student yells out “prejudice,” respond by saying “but what do you see?” Coach them with such questions as: “Describe exactly what you see. Who is placed where and why, whose hands are a joined, what is Linda doing with her fist, etc.?” Do not let them say such things as “the group looks angry or sad.” They will build up to this.

Once they have described their interpretations of what they see, then ask them what concepts, issues, emotions or intentions seem to emerge from the details. Be sure they explain what it is in the tableau that brought them to that conclusion. It is not important that the “audience” guess the exact word or words written on the card. What is important

is to allow the students ample opportunity to analyze what they see and draw conclusions from the data they gather through the observation. The observation can later be referred to past and current topics or focused on specific classroom topics. In the past, I have used this to discuss current topics such as the Rodney King beating and the OJ Simpson case. In the OJ Simpson case this technique was used to stimulate a reflective discussion on separating the facts from the misinterpretations. From there, students focused on controversial topics, such as the injustice of racial profiling.

Finally, debrief with a discussion about the concept, issue or theme. Allow students to state their understandings of the concepts and, when appropriate, their opinions or “real world” experiences. Students become very good at the steps towards analysis once they have gone through this exercise a couple of times. You might invite students to come up with their own issues and concepts they could write on a card and give to a group.

This activity can take a week. I often use it to introduce a unit, such as the study of a time in history or a piece of literature. For example, when introducing the issues in *Romeo and Juliet*, the tableaux dealt with gangs, feuds, teenage rebellion, suicide, and teenage love. I have used this exercise when discussing the book “*The Invisible Man*.” Each group would select a chapter and create their interpretations of the main character’s struggles in a predominately white society. Debriefing is the most important part of the activity. Students need to talk about complex themes and issues. Each tableau group could then conduct research around their tableau issue and present their findings to the class. The time spent on this activity is well worth it. Students examine the issues and concepts in great detail and have an opportunity to internalize what they have learned.

This activity employs analytical thinking, cooperative learning, reflective thinking, creative thinking, problem solving, concentration, and physical expression. It utilizes and helps develop a number of the multiple intelligences.

The exercise also brings home a sense of reality to a topic. Students share their personal experiences along with the, for example, anger they saw in someone’s face or the level of violence against an individual. These observations set the stage to talk about difficult subject, such as racism. I always refer the students back to what they saw in the tableau. At times I have taken a picture of the tableau and passed it around to refresh their memory. I have always had wonderful success with engaging controversial conversations with this exercise and have referred back to it during the year.

4.4 History Lessons

4.4.1 World History Lesson Grade 9

Objectives of Lesson:

Students will be able to recognize stereotypes/generalizations regarding Africa /Africans
 Students will be able to recognize bias and stereotypes through value-laden words often assigned to Africa/Africans

Developed by Adrienne Billingham 2004

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The main idea behind this lesson is to consider the patronizing and stereotypical way that Africa and African history is depicted in literature and in language. This lesson considers the perspectives of many cultural and ethnic groups by asking students to recognize that, despite the language often used to refer to African, there are many ethnic and cultural groups within the large continent. This lesson also asks students to consider the value-laden terms often assigned to Africa and/or Africans, and to consider the racial implications of these terms.</p> <p>By considering the often degrading and patronizing words used to describe geographical, religious, cultural or ethnic phenomena in Africa, students will begin to understand how it is that African history, or African people are devalued by these words. Describe these value-laden terms as “stop words” encourages students to think critically about what they are reading, by whom it was written, and the impact that words can have.</p>	<p>This type of lesson, one that targets marginalization and attempts to brainstorm ways to remedy marginalization, will hit home and reflect the experiences of any students who feels marginalized, especially students of color, who themselves may feel marginalized by language and the use of value-laden words or phrases.</p> <p>Because this lesson involves a variety of activities (silent reading, active listening, interrupting the reader in the style of griots of Africa, brainstorming and discussion), many styles of learning are included in this lesson. The students will go from activity to activity, allowing them to experience the style of learning that is most suitable to them.</p> <p>Students will feel validated in that they will be able to participate in the identification of stereotypes and biases, both independently and collectively, and they will participate in a brainstorm that has no wrong answers.</p>	<p>The issues of injustice will be the obvious, emphasized patronizing words that are frequently assigned to African people and their history. These issues will be discussed by revealing the “stop words” and stereotypes and brainstorming new, not-harmful words that can be used in place of the stop words. We will also discuss the different kinds of harm that can come from using these value-laden terms, and how far the impact can be from such innocuous language.</p> <p>I feel students will feel empowered because they will feel good about being able to identify the stereotypes and biases and that they will have a part in brainstorming new terms that could be use in their place. I feel students who have been devalued by language in the past will feel empowered by this validation and will feel empowered by the knowledge that they have allies. My hope is that students will begin to actively look for bias in language and stop people from using value-laden words.</p>

4.4.2 Web Design/Black American History

Grade/Subject 9 – 12/

Objectives of Lesson:

Create multicultural web sites that feature unknown people of color who have made contributions that have influenced United States history.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>The web project focus will be on the prominent, but unknown, people of color that have made significant contributions in our nation's history.</p> <p>The lesson goal will be to transition from the well known "hero" to a focus on how our culture as citizens of the United States have emerged from a complex synthesis and interaction of the diverse cultural elements that originated within the various cultural, racial, ethnic, and religious groups that constitute American society today.</p> <p>The web page project will be an extension of the Black History course offered here at the high school. The teacher of that course, Mr. Zelner, explores with his class the African American perspective to U.S. history as it pertains to their experiences and how it influenced the African American culture of today.</p> <p>Students who elect to do the web page project for Mr. Zelner will utilize texts that offer a different perspective than the Euro-Centric texts currently found in most high schools. Mr. Zelner is loaning me two of the texts that he uses in his class that provide a historical biography of influential Black leaders. The texts are, <i>The Black 100 – A Ranking of the Most Influential African-Americans, Past and Present</i>, (Carol Publishing Group, New York, New York 1993) and <i>Black Leaders of the Twentieth Century</i>, (University of Illinois Press, 1982).</p>	<p>I am anticipating that initial discussion will include the civil rights movement and desegregation. This will invariably include mention of the well known historical figures that are covered in current United States history classes that incorporate the "Contributions Approach."</p> <p>After all of the notable historical figures have been mentioned, I will challenge them to think critically of U.S. history by questioning how the transition of social policy and historical events has been shaped. My goal, at this juncture, is to move them away from their perspective of they approach U.S. history and begin to ask the questions that the typical high school curriculum skims over. For example, although students are well aware of the perspective of the northern and southern whites on reconstruction, what were the experiences from a black perspective during this period of rebuilding?</p> <p>It is my goal to utilize the "Transformative Approach" by changing the basic assumptions of the curriculum by enabling students to view concepts, issues, themes, and problems from several perspectives and</p>	<p>Issues of injustice will be covered from several ethnic perspectives and points of view to enable students to view concepts, issues, themes, and problems from a perspective that is non Eurocentric. For example, the Boston Massacre has been detailed from the perspective of the British soldiers and the white patriots, but what about the black patriots who were involved and died that day also?</p> <p>In addition to empowering students to research a person of color of their choice, they will also be free to look into the cultural elements which include the racial, ethnic, and religious elements of their person of interest. This model allows students to move away from the fixed vantage point of "mainstream" society of that particular period.</p> <p>In addition to students gaining a new understanding and fuller understanding of U.S. history, they will also be contributing their research to the Black History course at the high school. The social studies</p>

<p>I will allow those students who are interested in doing a biographical web page for Mr. Zelner to explore the aforementioned texts to get a sense of the rich history of influential black leaders. Mr. Zelner and I will encourage students, for them to discover and create a web page featuring an influential, but relatively unknown Black historical figure. In addition to biographical information, each respective web page must contain the historical contribution of the subject that has influenced and/or provided a historical perspective that has influenced them or has provided information that is not currently covered in the high school U.S. history curriculum.</p>	<p>points of view. I hope to achieve this by infusing various perspectives, frames of reference, and content from various groups that will extend students' understanding of the nature, development, and complexity of U.S. history and society today.</p> <p>The outcome expectations for the student web projects will be validated in two ways. Firstly, on a technical level, each web project must incorporate the eight elements of the Web Evaluation Rubric that is handed out to them before they start their web project. The eight web components that each student must adhere to are as follows; Authorship, Site Design, Page Design, Content, Authority, Design, Aesthetics, Content, and Learning.</p>	<p>teacher will be utilizing the product of my class for his.</p>
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Developed by James Moriarty 2004

4.4.3 The French Enlightenment and the American Revolution

Objectives of Lesson-

To understand the relationship between the French Enlightenment ideas and the American Revolution. This would be more than a one-day lesson plan to cover all of the themes and points of view.

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Students will be exposed to many of the issues facing the Founding Fathers in the creation of a new nation. Decisions on the structure of the government, states rights, and the economic system not only effected the colonists, but also the native Americans who were soon to be pushed West and the Africans who were forced into slavery to support the new nations economy.</p> <p>Students will be exposed to a variety of writings including the Declaration of Independence, Thomas Paine's Common Sense and more recent articles about the relationship between Thomas Jefferson's two sides of his family. In addition, articles from other points of view will be included.</p> <p>The students will use critical thinking skills while working in groups trying to solve the sectional (North/South, slave/non-slave, central government/state government) problems that plagued the new nation.</p> <p>To connect the themes the students will create a timeline or Venn diagram that will show the relation between events.</p>	<p>As a new theme or idea is introduced the students will first relay what they have learned or know about the topic. At this time we will create a list to determine what is fact or fiction. As we discuss topics we will cross out any information on the list that is not proven.</p> <p>Previous to this specific lesson the themes of absolutism, exploration, scientific revolution and enlightenment ideas would have been introduced. The students will identify how these themes affected the American Revolution.</p> <p>In addition to lecture, powerpoint slides/visuals and readings, class discussion and group work will enhance the learning experience.</p> <p>Students will receive a rubric with guidelines for the assessment of this lesson.</p>	<p>In this lesson The irony of Thomas Jefferson's words in the Declaration of Independence and his actions as a slave owner will be discussed. In addition, we will use current articles explaining the continual fight of descendants of Jefferson who are not recognized as such.</p> <p>We will discuss what it means to be validated for who you are and where you come from.</p> <p>My hope is that the students realize that although many mistakes have been made in the past, it is our responsibility as United States citizens to actively guarantee rights for all even today.</p> <p>A social action plan could be a letter writing campaign to state representatives urging continued financial support for programs that educate and foster a better understanding of diversity.</p>

Karen Gill 2003

4.5 English Lessons

4.5.1 The Spoken Word: Slam, Hip-Hop, and the Future of Our Language

Objective of Lesson: To increase the awareness and appreciation of poetry

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Give the history of poetry from the oral tradition (beginning with Homer) to the written form (with much attention to rhyme and meter as in the European forms as well as the Early English forms) and then back to the spoken form beginning with the beat generation.</p> <p>Develop a parallel timeline of relevant cultural and social events in order to explain the impetus for change</p> <p>Discuss:</p> <p>Who/what institutes the change in form</p> <p>What form is used by different cultures</p> <p>The worldwide popularity of spoken word competitions.</p> <p>How and why hip hop has been adopted as a form of expression in different cultures</p>	<p>Think about:</p> <p>What music students listen to and what are some common themes</p> <p>How lyrics in modern music reflect our culture</p> <p>The social and political messages of contemporary music</p> <p>Who the message aimed at and how it is delivered</p> <p>Who might be disturbed by the message and why</p> <p>The emotions and stories behind the lyrics.</p> <p>How you would behave if no one paid attention to you</p> <p>Why and how people feel “trapped” by their lives</p> <p>If the different genres of music reflect different themes and stories and why</p> <p>Have students bring in and analyze lyrics for both the story told and the sub-text</p> <p>Which stereotypes are perpetuated by the lyrics? Which stereotypes are challenged?</p>	<p>Discuss:</p> <p>Who gives voice to social inequities</p> <p>Who are the “haves” and “have-nots” in our world</p> <p>Whether everyone has an “equal opportunity” in our culture</p> <p>Who benefits from the way in which society is structured</p> <p>Who is disadvantaged and what is the history behind the oppression?</p> <p>Who represents the forgotten voices</p> <p>What the inequities of our society are according to these spoken-word poets</p> <p>What the difference is between equity and equality</p> <p>Why is this form the best way to carry the message to the general population</p> <p>How can and how do students give voice to what they perceive as inequities</p>

4.5.2 “One Flew Over the Cuckoo’s Nest”

Examining the Portrayal of the "Black Boys"

Developed by Shelly Hull 2004

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>Read: “One Flew Over the Cuckoo’s Nest”</p> <p>In what ways can non-dominant groups or individuals within these groups be rewarded for perpetuating the values and force of the dominant group or a larger System? Give some specific examples of this kind of situation.</p> <p>In what ways are they punished for not colluding with the dominant group? Connect your response to the Emily Dickinson poem, "Much madness is divinest sense," that we studied in class.</p>	<p>In what ways are you expected to support the dominant group or System (at home, in school, in society, etc...)?</p> <p>In what ways are you rewarded for supporting this System?</p> <p>Describe a time you have resisted the dominant group or System? Were you punished or rewarded? Explain.</p> <p>Give your own examples of when others have resisted a System? When is this kind of resistance necessary?</p> <p>How do you resist an unjust system with integrity (i.e. without breaking the law or causing harm to others).</p>	<p>In One Flew Over the Cuckoo's Nest, the "black boys" serve Nurse Ratched's bidding. How does racism influence the position of the "black boys" in One Flew Over the Cuckoo's Nest.</p> <p>How have the "black boys" been assimilated into the system of the Combine.</p> <p>In what ways are they seemingly rewarded by accepting this position?</p> <p>Though they may have power over the patients in the ward, how does their power still not serve them well?</p> <p>What might be the causes of the "black boys'" hate in the novel? What do they have to be hateful of?</p> <p>How could their anger be used more constructively and less destructively?</p> <p>How could the patients and the "black boys" possibly become allies? What would the possible results be?</p>

4.6 Science Lessons

4.6.1 How Food Affects Life - (Day 1 of a multi-day lesson plan)

Objective: Students will outline cultural, social, and psychological influences on food choices

Developed by Deborah Johnson – Bedford High School

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
<p>There will be many discussions during this multi-day lesson plan. Hopefully, much sharing between the students will take place.</p> <p>Students will learn how food affects life. Food has different meanings for different people. Food does much more than meet a basic physical need, it also meets emotional, social, and psychological needs as well.</p> <p>One factor that affects food habits is culture. Cultural factors like national origin, religion, and holidays may affect a student's food choices.</p> <p>Social factors such as family, friends, mass media, and current trends may also have an impact, as well as psychological factors like past events and emotions. Another factor influencing food choices is what you can buy in the marketplace.</p> <p>Religion is an important cultural influence on the food habits of many people.</p> <p>Discuss how "fasting" (denying oneself food) has long been a religious custom.</p> <p>Explain how people of all cultures have special days set aside each year for celebration.</p> <p>Discuss how some holidays are celebrated only in certain regions of a country. Only people of a certain culture observe other holidays.</p>	<p>Began class with a brief discussion about how food meets a physical need. Ask the question: "Have you ever tried studying for a test when you were hungry?"</p> <p>Ask the students if they know the meaning of the word "wellness." Explain how there are three areas of wellness – physical health, mental health, and social health. Briefly discuss each aspect of wellness.</p> <p>Have the students count off by number (using numbers 1-5). Break the students off into these small groups. The students will now discuss amongst themselves the following questions – What do you choose to eat when you are hungry? Where do you usually eat? Who is with you when you eat? When do you eat? How does food make you feel?</p> <p>Bring the class back together as one group. Discuss "national origin." Briefly describe my cultural background to the students (Irish), as well as naming some foods of my culture (Lamb Stew and Shepherd's Pie). According to the text, the French settlers introduced chowders to the U.S.; the German brought sausages; and a traditional West African snack is Fried Plantain.</p> <p>Pass out lined paper. Ask the students to describe their cultural background and list the foods they enjoy eating. [Explain to them that we will be discussing this information during our next class because we will eventually be creating a cookbook of cultural recipes for each member of the class.]</p> <p>Ask the students if they have any special days set aside for celebration. Explain how some holiday foods have special symbolism (heart-shaped chocolates are given on Valentine's Day as a symbol of love).</p> <p>Discuss how cultural influences on food choices may be most apparent on these days and how many of these traditions are related to food.</p>	<p>Because we work in teams a lot in my class, we will discuss "social health" – the health of relationships with other people. Explain to the students that eating the right foods can help them feel strong and energetic; therefore, this strength and energy can give them confidence to be more outgoing as they interact with others. Also touch on the fact that food sometimes plays an important part of many social gatherings.</p> <p>The answers to these questions reflect each student's food habits. Chances are each student will answer these questions a bit differently. Explain to the students that one of the factors affecting food habits is culture. Define culture as the "customs and beliefs of a racial, religious, or social group."</p> <p>Explain to the students that some religions have certain customs regarding food and how people should eat it. For example, Hindus will not use cattle for food because they consider cattle to be sacred.</p> <p>Explain how some Christians fast during Lent, and how Jews fast on Yom Kippur, the Day of Atonement.</p> <p>Such holidays in the United States include Mardi Gras, Cinco de Mayo, and Kwanzaa. Explain to the students that Kwanzaa is a family-centered observance of cultural unity among people of African heritage – the name coming from the Swahili word for "first fruits."</p> <p>Discuss why some holidays are more widely recognized.</p> <p>To be continued</p>

4.7 Guidance Department Activities/Lessons

4.7.1 Preparing for College Admission

Objective of Lesson

To make College Admission process accessible and equitable for all students

MULTICULTURAL	CULTURALLY RELEVANT	ANTI-RACIST
Seek information and statistics on colleges and universities in terms of the racial and ethnic breakdown. Research colleges and universities that are not predominantly white. Include more diverse colleges and universities in College Fairs. Develop some form of collaboration with the counseling department, /METCO/and nursing offices to establish lines of communication about what is best for students? Invite alums of color to talk with students about their experiences. Invite speakers of color from the different colleges and universities to talk to students about the diversity of their institution.	Encourage students of color to feel empowered and informed about what resources are available to them. Help students create a list of what features are important to them in selecting a college. Help students use the information in catalogues and brochure to develop a list of possible colleges to apply to. Read through the different college catalogues to determine the types of courses being offered. Do they reflect a diverse student body? Examine with students the issue of comfort on campus. Would the different extra curricular activities appeal to students of color? Investigate whether there are affinity groups in the colleges and universities? Invite parents and guardians to a college night to discuss what issues the parents feel are important and how the counseling staff can be of assistance. Explore and disseminate scholarship information.	Provide students of color with the opportunity to explore institutes of higher education that are not predominately white. Encourage students to discuss what they are looking for in a college and what they need from the school to feel it is “a good fit” Question ourselves in terms of do we adequately help students identify colleges and institutions dedicated to social action and equity?

Developed in Spring 2002 Emi Course by counselors from Lincoln Sudbury Regional H. S.

GOVERNOR’S DIVERSITY DAY VIDEO PROJECT

GOVERNOR'S DIVERSITY DAY VIDEO PROJECT

GUIDELINES

Topic: **Diversity is Everywhere!**

Be CREATIVE in your video expression of the meaning of diversity and its importance to our society. (Students are not limited to live-action video: animation, clay-mation and other forms of video media will be accepted!)

Length: 3 – 5 minutes

Format: Video: full-quality, full-frame (720X480 pixels) QuickTime or WMV submitted via CD or full quality DVD. No compressed or small-frame digital videos. The disk must be clearly labeled with the video title, submitting group, faculty advisor and school district.

Participants: A video can be entered into this contest by a student, a group of students, a classroom or a student organization. All entries must include the contact information of a faculty advisor.

Forms (attached): - Entry Form

- Release forms for everyone appearing in the video
- Compliance Statement

Deadline: **All videos must be RECEIVED NOT LATER THAN Friday, April 23, 2010**

Judging Criteria:

1.) Clarity of Message (25 points)

- is the message of the video clear?
- does the video present a theme or argument?
- would anyone be able to see this video and get the message?

2.) Creativity (25 points)

- does the video present information in a new, unique way?

3.) Impact Potential (25 points)

- does the video demonstrate an in depth discussion on the meaning of diversity by the participating students?
- does the video teach viewers something new?
- does the video shed new light on the importance of diversity that would benefit viewers of the participants age group?
- would an educator show this video to students to demonstrate the importance of diversity?

NOTE: Once submitted, the video becomes the property of the Office of Diversity & Equality and will not be returned to participants.

For more information please contact:

Clinton Morris
Office of Diversity & Equality, Personnel Cabinet
501 High Street, 1st Floor
Frankfort, KY 40601
(502) 564-8000
Clinton.Morris@ky.gov

ENTRY FORM
GOVERNOR'S DIVERSITY DAY VIDEO PROJECT

Title: _____

Length: _____

Format: _____

Entry Level: ☐ Elementary ☐ Middle School ☐ High School

Description:

Student(s), Classroom or Organization:

Faculty Advisor: _____

School: _____

Address: _____

School District: _____

Faculty Signature

Date

Please include this form with the video entry and mail to:

Clinton Morris
Office of Diversity & Equality
Personnel Cabinet
501 High Street, 1st Floor
Frankfort, KY 40601

VIDEO RELEASE FORM
GOVERNOR'S DIVERSITY DAY VIDEO PROJECT

Please submit one form per person whose image appears anywhere in the video.

I understand that _____ (faculty advisor's name) has submitted an original video in which the images of me or my child appears. In some cases, these images may be accompanied by verbal statements made by me, my child or others. I understand that this video has been submitted as part of the Governor's Diversity Day Video Project. I grant full permission and authority to the Office of Diversity & Equality, the Personnel Cabinet and the Commonwealth of Kentucky to use, publish and display my or my child's image and/or statements contained in the video along with identifying information including name, school and school district.

I recognize that there will be no compensation in any way.

If I have supplied photographs or video clips in connection with this video project, I warrant that I am the owner of the copyright interests in these images. For any images I have provided of a minor child, I certify that I am the child's parent or legal guardian. By signing this form, I certify that I am legally authorized to grant the permissions and waivers as stated.

Student's Name (please print)

Signature

Date

Guardian's Name

Signature

Date

**AFFIRMATION OF ELIGIBILITY, RIGHTS TO SUBMISSION, RELEASES
AND COMPLIANCE STATEMENT**

GOVERNOR'S DIVERSITY DAY VIDEO PROJECT

*One copy of this document must accompany an entry, **read and signed by the faculty advisor responsible for its submission.** Be sure to read and abide by all contest rules.*

By signing this document, you affirm the following:

- I do hereby declare that I have read and understood all contest rules and agree to abide by those rules.
- I do hereby declare that I have full authority to enter this project into this contest, and that the project is either original and/or owned by me or my educational institution, and/or that I have obtained the necessary releases or permissions to enter the project. I further declare that I own or control the rights and/or permissions to use the image(s) of any identifiable person(s), including teachers, students, or others appearing in the project. I agree that I shall submit a written copy of any release, license, or permission that I have received from a third party. I understand that in the event my submission is selected as a winning entry by the judges, and the rights and/or the originality of my entry cannot be verified to the satisfaction of the contest judges, or my entry is in any other way ineligible, the judges may select an alternate winner based on the same judging criteria.
- I hereby grant the **Office of Diversity & Equality, the Personnel Cabinet and the Commonwealth of Kentucky** and its agents and assignees full permission and authority to use, publish, and display my project, statements, quotations, testimonials, photographs, designs, and/or any other materials provided by me as part of my entry in the contest, as well as my name, photograph, likeness, and the name of my school and district, without additional compensation, for the purpose of promoting this contest.
- I understand that entries will not be returned. I hereby release the Office of Diversity & Equality, the Personnel Cabinet, the Commonwealth of Kentucky, their agents, employees, licensees and assignees from any claim that I may have, now or in the future, relating to this project.

Faculty Advisor's Signature: _____

Faculty Advisor's Name (print): _____

Project Title: _____

School/District Name: _____

School Administrator: _____

Date: _____